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MONTCLAIR STATE COLLEGE

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MONTCLAIR STATE COLLEGE
Upper Montclair, New Jersey

ANNUAL REPORTS 1960-1961

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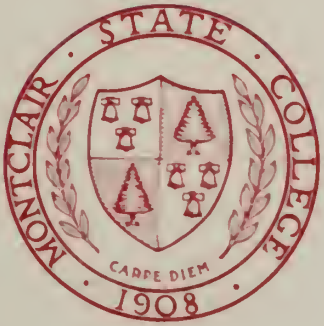
A. R. Kuolt

10 YEARS
of
PROGRESS



PRESIDENT'S REPORT

1951 – 1961

MONTCLAIR STATE COLLEGE

STATE OFFICIALS

State Board of Education

Mrs. Edward L. Katzenbach, *President*	Princeton
Harvey Dembe	Bayonne
Martin Fox	Millburn
Mrs. R. Adam Johnstone	Ho-Ho-Kus
John F. Lynch	Morristown
James W. Parker, Sr.	Red Bank
Joseph L. Richmond	Woodstown
Harry M. Seals	Annandale
Jack Slater	Paterson
George F. Smith	Metuchen
William A. Sutherland	Liberty Corner

Commissioner of Education

Dr. Frederick M. Raubinger

Assistant Commissioner for Higher Education

Dr. Earl E. Mosier

Director of Teacher Education and Certification

Dr. Allan F. Rosebrock

Montclair State College Administration

President	E. DeAlton Partridge, Ph.D.
Dean of the College	Clyde M. Huber, Ph.D.
Dean of Students	Lawton W. Blanton, A.M.
Business Manager	Bernard Siegel, M.B.A.

College Hall

INTRODUCTION

June, 1961, marked the end of one decade under the present administration at Montclair State College. The "fabulous fifties," as they have sometimes been called, has been a period of great social and political unrest. This unrest has been reflected in all levels of education. Late in the decade, public education, already the target of much criticism, was figuratively hurled into orbit on the tail of the Russian sputniks.

Public higher education in New Jersey underwent significant change and development during the fifties. Montclair State has participated in and contributed to this change. Indicative of the amount and nature of some of these changes are the following facts:

	1951	1961
Total appropriated budget	$685,113.63	$2,321,738.00
Full-time undergraduates	1021	2234
Teaching faculty	84	157
Applicants for admission	368	2600
Bachelor degrees awarded	246	423

CURRICULUM AND INSTRUCTION

The decade of the fifties has been dominated by physical change, growth in enrollment, and special projects of various kinds. The main purpose of a college, however, is to inspire and instruct students. This purpose has not been neglected during the past ten years.

For more than a generation, Montclair has enjoyed a reputation for serious scholarship. Graduates of the College have distinguished themselves in public schools, in institutions of higher learning, and as citizens. It has been the aim of the present administration to maintain this standard and, if possible, to improve upon it.

An extended and stimulating report on the academic traditions of Montclair was contained in the 50th Anniversary publication *Teacher Education in a Changing World.* Further amplification is not needed here.

The effort to maintain academic standards at Montclair has been directed along the following channels.

Recruiting and holding of outstanding faculty members.

Acquisition and utilization of the newer teaching media.

Improvement of the physical surroundings in which teaching takes place.

Improvement of library holdings.

Continued appraisal of teaching by department chairmen.

Within the past ten years Montclair has added new curriculum programs in home economics, fine arts, industrial arts, and physical education.

Over and above these new additions, the entire curriculum of the College has been carefully studied as a part of the general curriculum study in all the State colleges.

BUILDINGS FOR THE FUTURE

The past decade has seen phenomenal growth in physical facilities at Montclair State College. After more than twenty years of neglect, during which no new structures were erected on the campus, the people of New Jersey responded to the call for more support and the campus took on new life.

November, 1951, was a critical date in New Jersey public higher education. When the people of the state went to the polls in that year, they faced a decision on a fifteen million dollar bond issue for the State colleges. The issue carried with a substantial majority. This victory for higher education was the result of a long and arduous campaign waged largely from the Montclair campus up to 1951.

Dr. Harry Sprague, now President Emeritus of Montclair, spearheaded the drive for physical expansion of the colleges for more than a decade before 1951. It was at his insistence that the Bond Issue Act of 1951 was created and passed the legislature. All of this was in the wake of the defeat of a Bond Issue which included institutions and agencies and Rutgers, the State University, two years earlier.

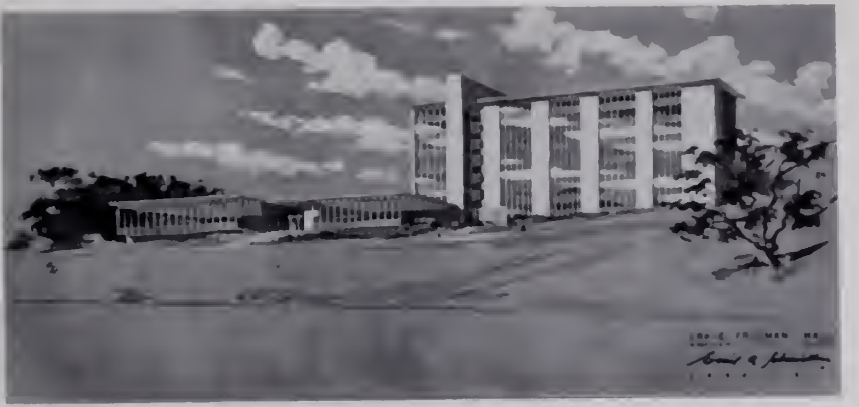
The decision to press for an issue that would include only the state colleges in 1951 was made at a luncheon held on the Montclair campus early in that year. Miss Grace M. Freeman, a Montclair alumna and a member of the State Legislature, introduced the bill. The administration of the College, the faculty, students, and alumni supported the campaign vigorously until the bond issue was passed on election day.

The film, "Assignment for Tomorrow," which played a decisive role in the 1951 campaign was written, produced and financed by Montclair State College. It is conservatively estimated that more than 75,000 persons saw this film.

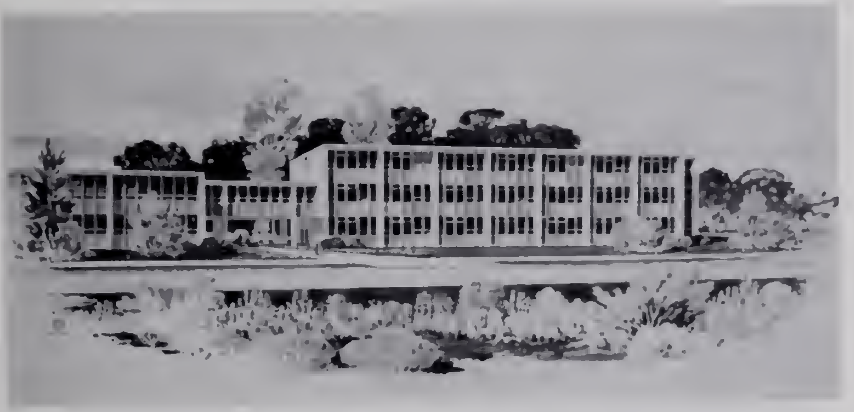
From the 1951 Bond Issue Montclair State added the following buildings to the Campus: Finley Hall (classroom and laboratories for science, mathematics, home economics, fine and industrial arts), Life Hall (auditorium, student life, and cafeteria), Stone Hall (men's dormitory), the gymnasium, and the Lillian Gilbreth Home Management House. In addition to these new structures, the heating plant and utilities were expanded.

The Bond Issue of 1959 provided for further expansion of the campus. Under this act a new library, a music building, two new dormitories (one for men and one for women) and an addition to Finley Hall will take shape. College Hall, the original building on the campus, will be completely renovated.

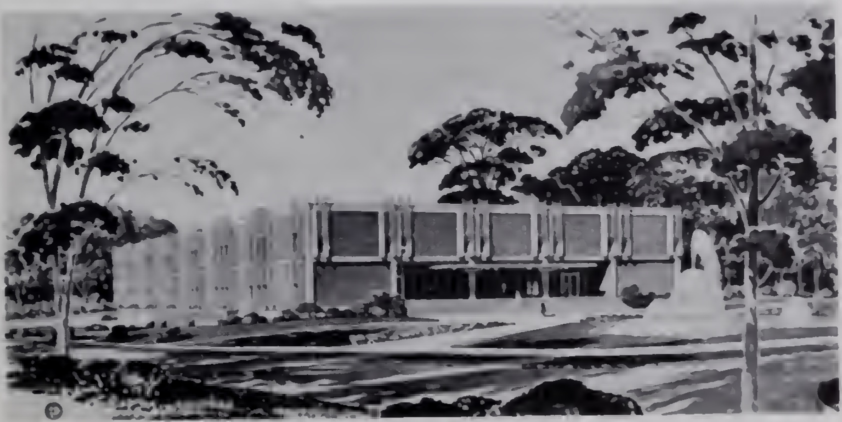
An unusually significant development for future campus planning is the arrangement, completed late in 1960, to trade a substantial portion of the rock on the upper campus for additional land adjacent to the campus. Under this plan the upper campus would be excavated to a level within five feet of the present buildings. This will make it possible to lay out building sites, playfields, tennis courts and parking areas on land not now useable for these purposes. In exchange for the stone to be quarried, the College receives approximately seven acres of additional land to the north. This new area will ultimately be the men's residence center.



Grace Freeman Hall



Finley Hall



Sprague Library

PANZER MERGER

A significant event for Montclair State during the past decade was the merger of Panzer College of Physical Education and Hygiene with Montclair. This merger, after months of negotiation, was approved by the State Board of Education in 1958.

As a result of the merger, the Panzer School of Physical Education and Hygiene was established at Montclair. Dr. Richard Tews became the first director of this school. All existing Panzer College students were accepted at Montclair State and the program of instruction was reorganized to fit the particular curriculum requirements in the State colleges. Montclair thus acquired the splendid reputation of Panzer College, the library, most of the staff, and much of the physical equipment. The details of the merger required a considerable amount of administrative time and effort, but the results have more than justified this expenditure.

The football team of 1960—undefeated in eight games—is concrete evidence of the progress in College athletics.

THE DECADE AHEAD

As significant as has been the progress at Montclair during the 50's, the decade ahead appears to be even more promising. With the mounting pressure on colleges everywhere and the relative lack of opportunity in New Jersey at present, the State colleges can be expected to expand their offerings significantly.

The Montclair master plan, approved by the State Board of Education, projects an undergraduate enrollment of more than 5,000 before 1970. This will, no doubt, bring the total enrollment of graduate and undergraduate students well over the 7,000 mark.

Additional buildings, roads, parking lots, and play fields will come to Montclair as the people of New Jersey rise to their responsibility of providing quality higher education to all youth worthy of such opportunity.

MONTCLAIR STATE A CULTURAL CENTER

A college or university should among other things, be a center for cultural activities of all kinds. These activities should be designed to serve the students, the alumni, and the general public.

With the completion of the Memorial Auditorium, Montclair State was able to present a wide variety of cultural activities which not only enriched the lives of the undergraduates, but also brought to the campus many persons who otherwise would have no first-hand knowledge of the College. Among other events presented on campus during recent years are the following.

The New Jersey Symphony
Princeton Triangle Club
The Orpheus Club
Smith College-West Point Combined Glee Clubs
The New York Shakespeare Festival
Virgil Fox, Organist
Jerome Hines

T.V. Pioneering
Left to right: Miss Mildred Keiffer, Professor Paul C. Clifford, Professor Max A. Sobel, Miss Helen Carstens.

T.V. PIONEERING

Educational history was made at Montclair State College on April 2, 1952, when televised lessons were beamed into nearby public schools from the campus. This was the first time on record that prepared lessons were directed to classrooms from a college campus during school hours. Since April 1952, educational television has had phenomenal growth. In 1961 there were no less than 54 educational television stations in the country and more in the stage of construction. Television is now an accepted part of educational procedure. The early pioneering at Montclair helped to point the way to the future.

Montclair State has been related to educational television in other ways also. Continental Classroom, the network program over NBC for college credit, grew out of early plans which, in a large part at least, were first outlined by the President of Montclair State.

As chairman of the television committee of the American Association of Colleges for Teacher Education, Montclair's president helped raise the funds, spell out the organization, select the personnel, and give general guidance to the first network course bearing college credit on television.

Some observers have characterized Continental Classroom as the most significant educational breakthrough of the last decade. Certainly it is a bold advance in teacher education to enlist over 300 colleges and universities in offering credit to more than 5,000 students in modern mathematics.

Professor Paul Clifford of the Montclair faculty was engaged by Continental Classroom to teach Probability and Statistics in the spring semester of 1961.

MOTION PICTURE PRODUCTION

Montclair State has played an interesting role during the past ten years in the production and distribution of several educational motion pictures, some of which have had wide national distribution.

Assignment For Tomorrow, a twenty-minute sound motion picture showing the needs of the six State colleges, was instrumental in the passage of the 1951 Bond Issue. This film was written and produced on the Montclair campus.

Not By Chance, produced and distributed by the National Education Association, was filmed almost entirely on or around the Montclair campus. A Montclair co-ed, Miss Carol Gietzendonner, played the lead.

Forward for Children, produced for the New Jersey Education Association by Montclair State was a survey of the first one hundred years of the N.J.E.A.

Patterns of Good Teaching consists of two thirty-minute documentary films designed to show good teaching in the classroom. The first of these two documentary films portrayed Professor Charles Hadley of the Montclair faculty, a recognized teacher of biology. The second portrayed a high school chemistry teacher in his own classroom. These films were financed by a grant from the Danforth Foundation.

PUBLICATIONS

During the past decade Montclair State College has launched a number of new publications and steps have been taken to improve the appearance and readability of the standard publications. Some of the new publications to appear are these—

Research Abstracts. This is a scholarly periodical containing brief abstracts of selected research by graduate students. It is edited by a faculty committee headed by Professor Orpha M. Lutz.

Montclair State Today and Tomorrow. This news-letter, issued at least twice each academic year, is directed to parents and friends of the College. Generous illustrations and an informed style help to make this a source of good public relations.

Montclair Proudly Presents is a miniature "Who's Who" of Montclair graduates. Published first in 1960, this booklet has enjoyed a popular reception. It has been useful with high school guidance counsellors.

Alumni Life was an outgrowth of the campaign to raise funds for the Student Life Building. The previous publication to the alumni was considered too formal. A new approach, using pictures more freely, and with a friendly style, was needed. The name and the format caught on.

SEEDED PLEASE KEEP OFF

Paul Bunyan Day

STUDENT LIFE

One thing that has traditionally stood out at Montclair State is the spirit and participation of the student-body. The students through the years have governed themselves with admirable skill and as a result have enjoyed a degree of freedom in conducting their affairs. That is rather unusual in a State college.

Because of the high degree of cooperation between students and faculty, one should not gather the impression that Montclair students are docile. Quite the contrary, they are quick to discern and identify inconsistencies or inadequacies. On numerous occasions students have taken the leadership in proposing changes in administrative policies.

PAUL BUNYAN DAY

The beauty of the Montclair campus has, in no small measure, been the result of student activity and participation. Each spring, usually during the month of April, one Saturday is set aside as a day when faculty and students cooperate in beautifying the campus. The objective is not to enroll the entire student-body, which would be unwieldy, but a selected group of upwards of 200 organized into teams each with a specific assignment.

Many of the trees and shrubs, and much of the lawn area have been planted and developed during these "Paul Bunyan Days."

CENTER FOR ECONOMIC EDUCATION

One activity which has moved along quietly and effectively on the Montclair campus during the past decade is the Center for Economic Education. The Center is the home base for the New Jersey Council on Economic Education. This organization, made up of representatives from agriculture, education, industry and labor, is dedicated to the improvement of economic understanding. The program of the Council is directed to the public schools, and relies heavily upon the idea that teachers need more preparation in the field of economics if pupils are to gain a better understanding of how our economic system works.

One device which the Center for Economic Education utilizes to implement its program is the summer workshop for teachers. Since the Center was established at Montclair in 1957, there have been 4 such workshops which have reached 140 teachers.

Many more teachers have been reached through in-service training programs conducted by the Center in various localities.

The program of the Center for Economic Education is financed largely by contributions from industry.

GOLDEN ANNIVERSARY

September, 1958, marked the fiftieth anniversary of the College. The entire academic year of 1958-59 was marked by a series of special events in commemoration of the founding.

A faculty committee, under the chairmanship of Dr. Harold Bohn, developed and executed the plan for the Golden Anniversary celebration. Among the more notable achievements of the Anniversary Year was a publication—*Teacher Education for a Changing World.* This brochure of thirty-two pages contained, among other things, a brief history of the College and a significant statement by Dr. Peter Drucker on "The Teacher in America."

Thousands of copies of the brochure were distributed to faculty, students, alumni, and friends of the College. The entire membership of the American Association of Colleges for Teacher Education was provided with copies.

The Golden Anniversary year was marked by a series of special events prepared by each of the departments of the College. These events ranged from workshops in mathematics to a presentation of *The Messiah* by the Music Department. The events of the year culminated in a Golden Anniversary Dinner for friends of the College, which filled the dining room with patrons.

Annual Breakfast Round-Table

Left to right: Dr. Berthold T. D. Schwarz, Rev. Harold W. Schenck, Ralph Lounsbury, Dr. Allan B. DuMont, Dr. Clarence Hinchey

ANNUAL BREAKFAST ROUNDTABLE

An example of the increasing ties with business and industry in the College neighborhood is the annual breakfast and convocation sponsored jointly by the College and The Bankers National Life Insurance Company.

Several hundred business and educational leaders converge on the campus during the spring vacation to hear presentations on timely topics by nationally known persons. Visiting personalities have included Chet Huntley and Richard C. Hottelet.

WAR MEMORIAL FUND

One of the significant and challenging projects successfully carried on during the past decade is the construction of the Student Life Building on the Campus. Students, faculty, alumni and friends of the College cooperated in raising funds to make this building possible.

As anticipated, this fine structure became the heart of the campus immediately after the doors were opened in January, 1957. The Snack Bar, the Lounge, the Book Store, all are crowded throughout the school day. Indeed, the building was too small the day it opened and has been bursting at the seams ever since.

The students continue to assume a major responsibility in administering and maintaining the building. Each semester each undergraduate pays two dollars into the War Memorial Fund, to be used for the maintenance and operation of the Student Life Center. A continual program of improvement is conducted on, in, and around this building to keep it a suitable memorial to former Montclair students who died for their country.

MEMORIAL ORGAN

Among the notable achievements of the past decade at Montclair State is the purchase and installation of a magnificent pipe organ in the new auditorium. This cultural addition to the campus was the result of a combined effort on the part of College officials and friends of the College in nearby communities.

More than $50,000 in private funds was raised to purchase, rebuild and install the instrument. The State Board of Education cooperated by approving plans for the auditorium, which included adequate organ chambers.

The Memorial Organ was originally installed in the ballroom of the Waldorf Astoria Hotel in New York City. The Moller Organ

The Memorial Organ

Company of Hagerstown, Maryland, rebuilt the instrument completely into a four-manual organ with 3595 pipes. Montclair State can boast of an organ among the best in colleges of comparable size in the country.

ALUMNI ASSOCIATION

Responding to a call for help in building a student center, the Montclair Alumni have been a tower of strength during the past decade. Although the graduates of the College are not a group with much wealth, financial support has been steadily increasing. Alumni contributions to the College Development Fund indicate a growing realization of the responsibility which alumni must have in providing for the means which make an outstanding college possible.

COLLEGE DEVELOPMENT FUND

As the College expanded in enrollment, curricula, and cultural opportunities, it became obvious that additional funds beyond those appropriated by the State were needed. A study of other state colleges, especially those in the midwest and far west, indicated that many public institutions succeed in raising substantial amounts of private funds to use on special projects.

With the active help of the Alumni Association, the College

Development Fund of the Montclair State College was organized informally in 1959 and incorporated in 1960. Starting modestly, this fund has grown steadily in the annual income and has been instrumental in financing a number of significant projects.

Faculty Grants. Recognizing the growing problem of faculty recruiting and retention, the trustees of the College Development Fund and the Alumni Board launched a program of faculty grants in the academic year 1958-59. This program has continued through 1960-61. Grants totalling $12,900 have been made during this time for the following specific purposes.

1. For completion of the doctor's degree, making possible a full semester leave with pay. $3,000
2. To support full-time research during the summer of 1959 on the doctoral dissertation, "Historical Geography of the New Jersey Pine Barrens." $900
3. To do a creative project comprising a series of photographs of the people and backgrounds of Norway, Finland and part of Russia, as part of doctoral work. $750
4. To permit devotion of an entire summer to the completion of doctoral dissertation on "Twelve Southerners and *I'll Take My Stand.* a study in Utopian Conservatism, 1925-1937." $300
5. To devote full time during the summer to research for and writing of a dissertation which is an examination of the extent to which research in the field of American Colonial History has influenced the subsequent literature in the field. $800
6. Research for and writing of a dissertation on General Dickerson, a Jacksonian Democrat prominent in national and New Jersey affairs. $800
7. Revision of manuscript entitled *The Presidential State of the Union Message* for publication by the Public Affairs Press. $700
8. To pursue a course in college business management held at the University of Omaha. $350
9. To complete graduate studies, the major part of which is a doctoral thesis dealing with "The Development of the Industrial Design Profession in the United States." $500
10. To complete a manuscript on the teaching of Shakespeare to high school pupils. $800
11. Further study for a doctoral thesis, including visits to the Library of Congress, University of Pennsylvania, Cornell University and Harvard University. $600
12. Further study for a doctoral thesis, an investigation of systems of two-year college administration patterns. $700

13.	Pre-doctoral work in humanities at Harvard University during the summer session 1961.	$500
14.	To pursue six credits in art history at Syracuse University.	$600
15.	Conducting of study on value trends and current Austrian drama by personal interview and preparation of an article on same.	$500
16.	Enrollment at the Fontainebleau School of Music in France to study composition and chamber music.	$600
17.	To attend lectures by regular faculties at London, Rome, and Paris. The French *Ecole Libre des Hautes Etudes* is the home university.	$500

In addition to the faculty grant program, the College Development Fund has provided resources to acquire a number of original art objects.

The College Development Fund trustees have outlined a progressive program designed to improve the cultural and scholastic climate of the Montclair Campus in the years ahead.

NEW POSITIONS

During the past decade the College has grown in a variety of directions. Not only has the student-body—both graduate and undergraduate—increased in numbers, but new curricula have been added on the graduate and undergraduate levels.

With the allocation of bond issue funds in 1951, came a provision for Montclair to establish new departments in Fine Arts, Home Economics, and Industrial Arts. At the same time the Department of Business Education extended the curriculum to include secretarial studies. With this enlargement, the Business Education Department of Paterson State College was transferred to Montclair. In 1958 the Panzer College of Physical Education and Hygiene was merged with Montclair State.

The addition of new curricula, the growth in enrollment, the addition of new buildings, and the increased number of applicants for admission, have all added to the administrative load of the College. Recognizing this increased load, the Commissioner of Education and the State Board have supported requests for additional administrative positions on the staff. Since 1951 the following new positions have been established.

Dean of Students
Director of Student Teaching and Placement
Director of Admissions

Director of Field Services
Assistant Director of Field Services
Assistant Business Manager
Assistant to Engineer in Charge of Buildings and Maintenance

Prior to the establishment of these new positions, the responsibilities were carried by faculty members or others as part-time assignments.

The teaching faculty at Montclair has also increased in number to meet the demands of a growing student-body and the addition of new curricula. In the fall of 1951, 84 full time faculty members stood before College classes. Ten years later this number has increased to 157. No less than 109 have been recommended for appointment by the present administration.

THE LOOK AHEAD

A college administrator cannot look to the years ahead without feeling a sense of deep responsibility for the opportunities which the future presents. This is especially true in New Jersey where the need for public higher education is so great.

The people of New Jersey have demonstrated that they are willing to support an intelligent and forward-looking program of public higher education. The State Board of Education has approved a master plan for Montclair that anticipates a full-time enrollment of more than 5,000 students. This requires extensive utilization of the existing campus acreage and the acquisition of other adjacent properties.

Under construction or in the late planning stage as this report goes to press are five new buildings: two dormitories, a music building, a library and an addition to Finley Hall. Funds are also available for an extensive renovation of College Hall, the original structure at Montclair.

The extensive re-surfacing of the upper campus area, which is under way, is due to be completed approximately three years from the date of this report. This project involves the removal of three million tons of rock. The campus surface will actually be sculptured to specifications and will open up an additional thirty acres for building and development. The master plan calls for this campus area to be developed into building sites, athletic fields, and additional parking lots. There will be suitable landscaping and planting to beautify this new campus area.

It is probable that active construction will be in operation on campus for the foreseeable future as Montclair moves toward filling its destiny and the needs of American youth.

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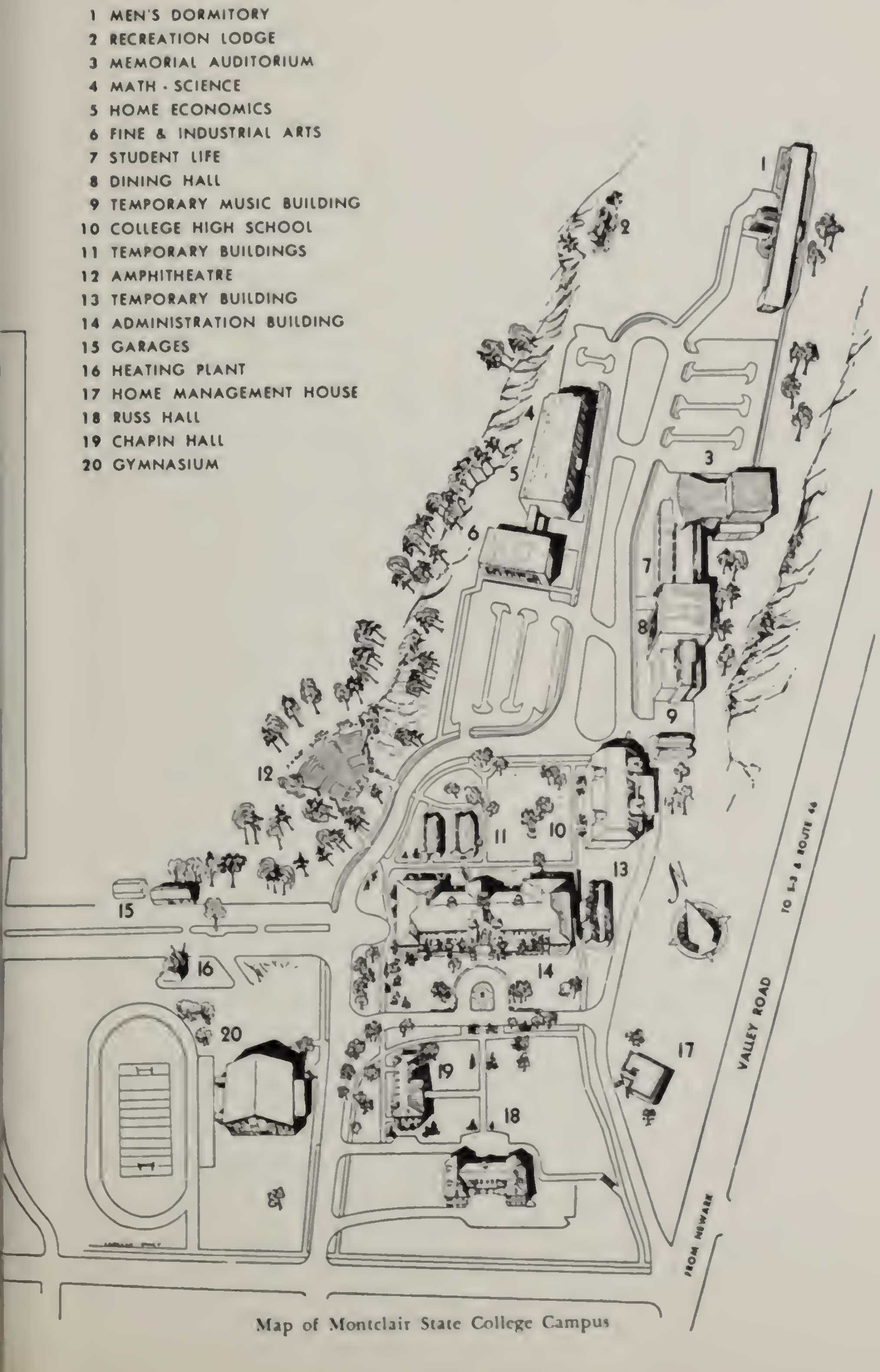
1 MEN'S DORMITORY
2 RECREATION LODGE
3 MEMORIAL AUDITORIUM
4 MATH - SCIENCE
5 HOME ECONOMICS
6 FINE & INDUSTRIAL ARTS
7 STUDENT LIFE
8 DINING HALL
9 TEMPORARY MUSIC BUILDING
10 COLLEGE HIGH SCHOOL
11 TEMPORARY BUILDINGS
12 AMPHITHEATRE
13 TEMPORARY BUILDING
14 ADMINISTRATION BUILDING
15 GARAGES
16 HEATING PLANT
17 HOME MANAGEMENT HOUSE
18 RUSS HALL
19 CHAPIN HALL
20 GYMNASIUM

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VALLEY ROAD
TO S-3 & ROUTE 46
FROM NEWARK

Map of Montclair State College Campus

MONTCLAIR STATE COLLEGE

Dean of the College

Report to the President
Academic Year
1960 - 1961

General Progress

Total enrollment of the College rose from 2141 in 1959, as of September, to 2191 for a comparable date in 1960. This increase took place despite a definite drop in freshman enrollment by reducing the number of applicants accepted from 710 in 1959 to 611 in 1960. Attrition, due to failure in scholarship, decreased because of the higher levels of selection. Also, the operation of the National Defense Education loan program made possible greater financial assistance to students with consequent less drop outs on account of financial need.

Continued progress has been made in curriculum development, although final approval of recommended patterns for the several majors has not yet been obtained from the State Department of Education. New course development, and revision of existing courses, especially in general education and professional education, has been followed through many hours of conference with department chairmen and the Curriculum Committee.

The large number of new faculty members in the expansion of the College has made the orientation of faculty members to the policies and philosophy of the College an important task. This has been attempted through a series of weekly orientation meetings, supplemented by individual conferences and departmental meetings.

Inadequate time for individual supervision and visits with faculty members continued to be a problem with ever increasing time demands for the routine work of the office.

The honors program was inaugurated with enthusiasm and success. Studies of means of extension into the sophomore year have been made by the committee in charge of the program.

The outdoor education program has been inaugurated with a schedule of participation by the entire sophomore class. Reports in general indicated considerable enthusiasm among students for the program. However, the recruitment of faculty to accompany students and to supplement the Camp staff for leadership in the program has presented some problems. The appointment of a staff member to coordinate this program will assure better planning in cooperation with the various departments of the College.

Curriculum Development

The annual report for 1959-1960 noted that a summary of suggested patterns for the general education and basic professional patterns of courses for all curricula, and the specialization requirements for each of the major and minor subjects was given to the State Department of Education for tentative

approval. This report was presented in May of 1960. Some of the major courses were still under development, especially in Health and Physical Education.

An effort was made to develop a geography major which the Curriculum Committee of the College had studied and approved. The Director of Teacher Education and Certification was not in favor of a separate geography major but rather advocated that geography belonged in the social studies department. The courses at this College are as much science as social studies and in fact the required course taught by the geography department is labeled Science 100, Earth Science. Negotiations were continued but no approval was obtained for a geography major so it was decided to withdraw the request for a major and continue with the already established minor.

No final action was taken on any of the curriculum patterns suggested but encouragement was given to submit complete proposals. These proposals were submitted in May of 1961 as a complete recommendation for all undergraduate curricula. It was understood at the time this complete report was presented that all criticisms and suggestions of the State Department of Education were incorporated and that all curricula were ready for approval. This approval is still pending and operation of majors under requirements as published in the approved catalog has been continued.

Studies of departmental offerings proceeded at a rapid pace due to further development of elective offerings at both the undergraduate and graduate levels. In addition to recommendations for revision of titles, course numbers, credits, and descriptions of many of the departmental courses, the following list of new courses were recommended for approval during the academic year.

Geography 426	Historical Geology	3 s.h.
Education 492	Comparative Education	3 s.h.
Speech 471	Advanced Acting	2 s.h.
Latin 406	Field Studies in Roman Civilization	6 s.h.
Speech 472	Voice Science	2 s.h.
Social Studies 488	Hawaii-	3 s.h.
Industrial Arts 409	Mechanical Drawing and Woodworking	2 s.h.
Home Economics 420	Current Practices in Teaching Family Living	2 s.h.
Spanish 430A & B	The Spanish Short Story	2 s.h. each
Physics 105	Physics for Physical Education Majors	4 s.h.
English 353	The Novel in the World Today	2 s.h.
English 352	Language, Thought and Behavior	2 s.h.
English 350	Contemporary Drama	2 s.h.
Mathematics 495A & B	Honors Seminar in Mathematics	2 s.h.
Home Economics 423	Seminar in the Supervision of Home Economics	2 s.h.
Home Economics 424	Workshop in Home Economics	3 s.h.
English 351	Forms of Literature	2 s.h.
Mathematics 411	Elements of Mathematical Thought	2 s.h.
Industrial Arts 411	Industrial Photographic Techniques	2 s.h.
Industrial Arts 421	Jewelry Making and Lapidary	2 s.h.
Industrial Arts 431	Advanced Electronics	2 s.h.
Industrial Arts 461	Introductory Mechanical Drawing	2 s.h.
Industrial Arts 462	Introductory Woodworking	2 s.h.
Mathematics 640	Research Seminar in Mathematics	2 s.h.
English 205	Twentieth Century Novel and Drama-Honors Course	3 s.h. (Soph.)
French 423	History of the French Language	2 s.h.

Language 301	Classical Mythology	2 s.h.
Biology 417 & 418	Modern Biology	3 s.h. each
Biology 506	Histology and Histological Techniques	4 s.h.
Chemistry 414	Introduction to Radiochemistry	2 s.h.
Science 505	Research Seminar in Science	2 s.h.
Education 557	Administration and Supervision of the Guidance Program	2 s.h.
Education 588	Techniques of Interviewing and Counseling	2 s.h.
Fine Arts 551	Print Making II: Intaglio Printing	2 s.h.
Fine Arts 552	Print Making III: Woodcut	2 s.h.
Fine Arts 561	Sculpture II: Stone and Wood	2 s.h.
Spanish 307	Spain in the Nineteenth Century	2 s.h.
Social Studies 540	Living Races: In the Company of Man	2 s.h.
Social Studies 541A & B	Applied Anthropology and the Professions	2 s.h. each
Social Studies 542	Africa, South of the Sahara	2 s.h.
Social Studies 432	The Twentieth Century World	2 s.h.
Social Studies 495	History of Economic Thought and Development	2 s.h.
Social Studies 530	The Contemporary World	2 s.h.
Social Studies 600	Social Studies Seminar	2 s.h.
Education 560A & B	Laboratory Course in the Production of Audio-Visual Instructional Materials	2 s.h. each
Business Education 100	Survey of Business	3 s.h.
Geography 407	Advanced Cartography	3 s.h.

Academic Standards

Grade distribution studies have been continued through cooperation with the Registrar of the College and the results have been considered by the standing Committee on Examination and Scholastic Standards. A restatement of the philosophy of the College was developed by this committee and adopted by the faculty.

Montclair's academic standards are based on the principles to which the College is dedicated.

One of these principles is a cornerstone in Montclair's professional edifice. From the beginning, Montclair has emphasized the twin areas of preparation for teaching--a thorough knowledge of a field of subject-matter interest and a mastery of educational principles to teach the subject-matter effectively.

Another principle, of equal importance, emphasizes the necessity for cooperative activity among the three major divisions of the college community--the administration, the faculty, and the students. Each must assume responsibility for seeking the best ways and means for obtaining the best results, and each must be resolved to maintain the standards thus established.

To produce teachers of high quality, Montclair is primarily concerned about admitting only those students who subscribe to the attitudes and standards needed for becoming first-rate teachers, which are the following:

> First, the student should commit himself wholeheartedly to the high calling of Montclair's professional objective--mastery of subject matter, on the one hand, and mastery of professional skills (methods) and know-how (function of school and education in terms of individual, community, national, and global needs), on the other hand.

Second, since Montclair's students are carefully selected as prospective teachers, it is to be expected that they will use in all their work the skills of reading, writing, and speaking adequately, and that they will give evidence of this ability at all times.

Third, the students should recognize that there is a growing global demand for the well-rounded person with as many of his abilities developed as possible, that exclusive interest in a major field is narrow and self-defeating, and that required courses in fields other than the major are broadening.

Fourth, he must realize that marks are not ends in themselves, but, as symbols, they are indicative of individual capacity in relation to achievement.

Fifth, he should insist upon quality performance in each course, both in subject-matter and education, trying always to increase the excellence of his understanding and performance.

Sixth, he should strive to manifest academic and professional growth from course to course.

Seventh, he should seek opportunities to choose courses not in terms of personal expediency but in terms of best professional growth, as he envisions the need for teaching young minds to embrace a global perspective and global obligations.

Eighth, he should welcome, whenever possible, opportunities to participate in those co-curricular activities that offer contact with the rich cultural resources of this metropolitan area.

Not only students, but administration and faculty also, are required to maintain academic standards. The administration assumes the responsibility of recruiting and maintaining a faculty of highest quality; the faculty assumes the responsibility of organizing and preserving, to the best of their ability, professionalized subject-matter of highest quality; the students assume the responsibility of responding to that presentation to achieve results of the highest quality.

Montclair's academic standard is one of large commitment, inspired by past achievement, spurred by current performance, and fired by the vision of the future.

In this study the committee presented for approval a proposed revision of the course grade rating statement of the catalog. This proposal was intended to clarify the simple one-word descriptions, namely: A-Excellent, B-Good, C-Fair, etc., with more complete, clear cut statements. The proposal was adopted by the faculty that the standards be used as a guide to faculty, but because the present form was from a directive of the Commissioner of Education of the State, that the catalog statement be continued as it is and that the following be used as interpretation:

A is an honor grade. It is awarded for academic excellence, technical superiority, for work marked by originality, creativity, and independent thought.

Projected Visits		No. of Students
November 21	Irvington High School	10
December 2	Fair Lawn High School	35
December 7	Barringer High School	45
December 12	Bridgeton High School	35-40

This work, for a number of years, was effectively organized by Miss Marie Frazee, Academic Counselor, working under the supervision of the Dean. Increased responsibilities of academic counseling and programming, as well as a more usual relationship of this work to that of the Director of Admissions, made this change desirable.

College Catalog

The 1961-1962 issue of the College catalog was prepared under the direction of the Dean as chairman of an ad hoc committee on the catalog. It was recommended by the Director of Admissions that the catalog be used more extensively as a recruitment material and that the undergraduate bulletin be published annually.

Foreign Student Exchange

The foreign student exchange program continued under the direction of the Dean. In general the program is successful; however, problems of selective screening and financial aid limit greatly the number that the College can accommodate. The few persons who are accepted with a work scholarship for tuition are greatly in demand as speakers at clubs, parent-teacher associations, community organizations, and groups within the College. The program should be continued on this limited basis. All foreign students should be housed in dormitories but present limited facilities make this impractical.

Special Activities

In addition to routine duties and attendance at committee meetings and campus conferences at the College, the dean has represented the College at the following special functions for the year.

1960

October 1	Montclair Graz Overseas Neighbors Dinner, Honoring the Mayor of Graz, Austria, Montclair, N. J.
October 3	Inauguration of President of Bloomfield College, Bloomfield, N.J.
October 21	New Jersey Council of Education, Far Hills, N. J.
October 31	Inauguration of President of Hunter College, New York City
November 10-11	New Jersey Education Association, Atlantic City, N. J.
November 16	Glen Ridge Home and School Association
November 19	New Jersey Schoolmaster's Club

1960

November 24-25	Middle States Association of Colleges and Secondary Schools, Atlantic City, N. J.

1961

January 21	New Jersey Schoolmaster's Club
March 10	New Jersey Council of Education, Far Hills, N. J.
March 18	New Jersey Association of Colleges and Universities, Monmouth College, N. J.
March 23	Interstate Teacher Education Conference, City College, N. Y.
April 13	New Jersey Council of Education, Princeton, N. J.
April 26	Doctoral Degree Equivalency Committee, Commissioner's Office, Trenton, N. J.
April 29	Conference on Teacher Education, New York University, N. Y.
June 26	Association for Higher Education, Atlantic City, N. J.

Respectfully submitted,

C. M. Huber
Dean of the College

CMH:CHS
July, 1961

NEW JERSEY STATE COLLEGE AT MONTCLAIR

Office of the Registrar

Report to the President
Academic Year
1960---1961

NEW JERSEY STATE COLLEGE AT MONTCLAIR

Office of the Registrar

Report to the President

Academic Year

1960 - 1961

UNDERGRADUATES

Trends and Developments

The total gross enrollment of the undergraduate division for the academic year 1960-61 represented all counties of the State and two out-of-state.

Registrar's Office
Table I

ANALYSIS OF ENROLLMENT
YEAR, 1960-61

Undergraduate Division Gross Enrollment by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	8	11	19	
Bergen	179	253	432	19.5
Burlington	5	5	10	
Camden	4	17	21	
Cape May	-	2	2	
Cumberland	4	10	14	
Essex	288	337	625	28.2
Gloucester	1	8	9	
Hudson	84	102	186	8.3
Hunterdon	2	8	10	
Mercer	6	13	19	
Middlesex	19	41	60	
Monmouth	25	56	81	
Morris	40	63	103	4.6
Ocean	7	15	22	
Passaic	138	247	385	17.3
Salem	1	5	6	
Somerset	11	14	25	
Sussex	18	13	31	
Union	55	87	142	6.4
Warren	4	7	11	
Out-of-State	1	1	2	
Totals	900	1,315	2,215	

DISTRIBUTION BY COUNTIES, FALL 1960 REPRESENTED ALL COUNTIES AND FOUR OUT-OF-STATE

Registrar's Office
Table II

ANALYSIS OF ENROLLMENT

FALL, 1960

Undergraduate Division by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	8	11	19	
Bergen	177	251	428	19.5
Burlington	5	5	10	
Camden	4	17	21	
Cape May	-	2	2	
Cumberland	4	10	14	
Essex	285	333	618	28.2
Gloucester	1	8	9	
Hudson	84	101	185	8.4
Hunterdon	2	8	10	
Mercer	5	13	18	
Middlesex	19	41	60	
Monmouth	25	56	81	
Morris	39	62	101	
Ocean	6	15	21	
Passaic	137	244	381	17.4
Salem	1	5	6	
Somerset	11	14	25	
Sussex	18	13	31	
Union	53	85	138	6.29
Warren	4	7	11	
Out-of-State	1	1	2	
Totals	889	1,302	2,191	

DISTRIBUTION BY COUNTIES, SPRING 1961, REPRESENTED ALL COUNTIES AND TWO OUT-OF-STATE

Registrar's Office
Table III

ANALYSIS OF ENROLLMENT

Spring, 1961

Undergraduate Division by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	8	11	19	
Bergen	175	245	420	19.6
Burlington	5	5	10	
Camden	4	18	22	
Cape May	-	2	2	
Cumberland	3	10	13	
Essex	278	330	608	28.4
Gloucester	1	7	8	
Hudson	78	98	176	8.2
Hunterdon	3	7	10	
Mercer	5	12	17	
Middlesex	19	40	59	
Monmouth	23	51	74	
Morris	36	61	97	
Ocean	7	15	22	
Passaic	130	236	366	17.1
Salem	1	5	6	
Somerset	11	13	24	
Sussex	18	15	33	
Union	51	86	137	6.4
Warren	4	6	10	
Out-of-State	1	1	2	
Totals	861	1,274	2,135	

The distribution of enrollments by departments for the gross enrollment, for the Fall, 1960 and for the Spring, 1961 are shown in Tables IV, V, and VI, which follow:

Registrar's Office
Table IV

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Gross Enrollment 1960-61
Distribution by Departments and Classes

Curricula for Secondary Teachers	Year in College												
	First		Second		Third		Fourth		Men		Women		
	* Vet.	N.V.	* Vet.	N.V.	* Vet.	N.V.	* Vet.	N.V.	* Vet.	N.V.	Vet.	N.V.	Total
Business Education		46		49		58		62		76		139	215
English		58		66		73		58		46		209	255
Speech		14		22		20		8		13		51	64
Fine Arts		47		44		41		23		37		118	155
Home Economics		42		40		21		22		-		125	125
Industrial Arts		44		32		34		29		139		-	139
French		23		18		11		6		6		52	58
Latin		15		11		3	1	3	1	5		27	33
Spanish		22		26		22		8		16		62	78
Mathematics		78		71		45		33		88		139	227
Music		29		25		19		22		54		41	95
Physical Education		58		61		53		76		142		106	248
Science		70		57		39	1	31	1	114		83	198
Social Studies		68		82		88		82		160		160	320
Undecided		-		2		1		2		2		3	5
Totals		614		606		528	2	465	2	898		1315	2215

* These men are disabled veterans under Public Law #894.

Registrar's Office
Table V

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Fall, 1960
Distribution by Departments and Classes

Curricula	Year in College												
For Secondary	First		Sec ond		Third		Fourth		Men		Women		
Teachers	* Vet.	N.V.	* Vet.	N.V.	* Vet.	N.V.	*Vet.	N.V.	* Vet.	N.V.	Vet.	N.V.	Total
Business Education		45		49		57		62		74		139	213
English		58		66		70		58		46		206	252
Speech		14		19		20		8		12		49	61
Fine Arts		47		43		41		23		36		118	154
Home Economics		41		39		19		22		-		121	121
Industrial Arts		44		32		34		29		139		-	139
French		23		18		11		6		6		52	58
Latin		15		11		3	1	3	1	5		27	33
Spanish		22		26		21		8		16		61	77
Mathematics		78		71		43		33		87		138	225
Music		28		25		19		22		53		41	94
Physical Education		57		60		53		75		140		106	246
Science		70		53		39	1	31	1	112		81	194
Social Studies		68		82		88		81		160		159	319
Undecided		-		2		1		2		2		3	5
Totals		611		596		519	2	465	2	888		1301	2191

* These men are disabled veterans under Public Law #894

Registrar's Office
Table VI

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Spring, 1961
Distribution by Departments and Classes

Curricula for Secondary Teachers	Year In College First * Vet.	First N.V.	Second * Vet.	Second N.V.	Third * Vet.	Third N.V.	Fourth * Vet.	Fourth N.V.	Men * Vet.	Men N.V.	Women Vet.	Women N.V.	Total
Business Education		43		46		56		56		67		134	201
English		57		67		69		57		46		204	250
Speech		15		21		20		7		12		51	63
Fine Arts		47		44		41		21		36		117	153
Home Economics		40		40		21		20		-		121	121
Industrial Arts		44		32		33		29		138		-	138
French		21		18		11		6		6		50	56
Latin		14		10		3	1	3	1	4		26	31
Spanish		19		26		21		8		16		58	74
Mathematics		75		67		45		32		83		136	219
Music		28		24		18		20		52		38	90
Physical Education		56		57		50		71		132		102	234
Science		63		53		37	1	30	1	104		79	184
Social Studies		69		77		86		80		157		155	312
Undecided		1		4		2		2		6		3	9
Totals		592		506		513	2	442	2	859		1274	2135

* These men are disabled veterans under Public Law #894

ADVANCED STANDING

Advanced Standing (transfer and re-admitted) students admitted during 1960-61 totaled 59.

The distribution by classes was: Transfer Students

Fall Semester		Spring Semester	Total
Freshmen	4	2	6
Sophomores	16	7	23
Juniors	3	6	9
Seniors	1	-	-
Totals	24	15	39

The distribution by classes was: Re-admitted Students

Fall Semester		Spring Semester	Total
Freshmen	2	1	3
Sophomores	2	3	5
Juniors	3	3	6
Seniors	4	2	6
Totals	11	9	20

Recapitulation: Transfer and Re-admitted Students

Fall Semester		Spring Semester	Total
Freshmen	6	3	9
Sophomores	18	10	28
Juniors	6	9	15
Seniors	5	2	7
Totals	35	24	59

The distribution by department was:

Business Education	7
English	7
Speech	5
Fine Arts	2
Home Economics	6
French	2
Spanish	2
Mathematics	4
Music	6
Physical Education	5
Science	9
Social Science	4
	59

ENROLLMENT

Registrar's Office
Table VII

STATUS OF STUDENT REGISTRATION
End of Fall and Spring Semester, 1960-61

	Fall, 1960			Spring, 1961			Grand
	Men	Women	Total	Men	Women	Total	Total
Total Semester Registration	889	1302	2191	861	1274	2135**	4326
Number of Withdrawals	25	36	61	35	64	99	160
Number of Dismissals	1	-	1	33	11	44	45
Number Suspended	-	-	-	-	-	-	-
Number of Graduates	12	6	18 *	184	221	405	423
Number Enrolled at end of Semester	851	1260	2111	609	978	1587	3698
Graduated August, 1961				4	4	8	8
Number Enrolled at end of Semester				605	974	1579	3690

* Eighteen seniors completed requirements at the end of the Fall Semester. Degrees were conferred June, 1961.

** These figures include 24 advanced standing students admitted or readmitted in the Spring Semester - 10 men and 14 women.

Reasons for Withdrawals:	M	F	Total	M	F	Total	Grand Total
Transfer	2	3	5	12	9	21	26
Financial	7	6	13	5	6	11	24
Not interested in Teaching	2	4	6	1	1	2	8
Illness-Health	5	5	10	4	3	7	17
Personal	-	3	3	4	21	25	28
Entering Service	2	-	2	2	-	2	4
No Reason	1	1	2	2	1	3	5
Marriage	-	6	6	1	10	11	17
Employment	2	-	2	-	7	7	9
Family Reasons	-	6	6	2	1	3	9
Moving	1	-	1	-	3	3	4
Entering Another Field				2	2	4	4
Transferred Part-Time & Ext.	3	2	5	0	0	0	5
	25	36	61	35	64	89	150

Reasons for Dismissal:

Low Scholarship	1	-	1	33	11	44	45
Suspended	0	0	0	0	0	0	0
Dropped	0	0	0	0	0	0	0
Grand Total	26	36	62	68	75	133	45

TRENDS IN ENROLLMENT

FRESHMAN: Freshman enrollment 1960-61 was as follows:

September, 1960 257 Men
354 Women
611 Total

Of this total, 254 men and 351 women were entering Montclair as new students. The balance were advanced freshmen. There was no entering freshman class in January, 1961.

SUMMER SESSION: The percentage of yearly enrollment of undergraduates in attendance during summer session has been as follows:

1951 - 7%
1952 - 6%
1953 - 6%
1954 - 6%
1955 -10%
1956 -15%
1957 -13%
1958 - 8%
1959 -16%
1960 -16%

STUDENT PERSONNEL:

Registrar's Office
Table VIII

BREAKDOWN BY MEN AND WOMEN

	Men		Women		Total	
	Sept.	Feb.	Sept.	Feb.	Sept.	Feb.
1951-52	405	375	616	593	1021	968
1952-53	394	368	559	538	953	906
1953-54	379	351	600	586	979	937
1954-55	408	391	653	628	1061	1019
1955-56	493	481	708	678	1201	1159
1956-57	571	552	768	745	1339	1297
1957-58	677	663	885	849	1562	1512
1958-59	* 893	848	* 1082	1052	1975	1900
1959-60	892	855	1249	1213	2141	2068
1960-61	890	861	1301	1274	2191	2135

* The merger of Panzer College of Physical Education and Hygiene with Montclair State College in the Fall of 1958, increased our enrollment by 166 students of which 112 were male and 54 were female students. The Fall, 1958 enrollment was 413 students above the Fall, 1957 enrollment.

GRADUATES

I. BACHELOR OF ARTS DEGREE

The following is a study of the graduating classes from June, 1951 through June, 1961:

Date of Graduation	Number Graduated
June, 1951	236
August, 1951	10
June, 1952	246
August, 1952	7
June, 1953	207
August, 1953	6
June, 1954	201
August, 1954	6
June, 1955	197
August, 1955	7
June, 1956	200
August, 1956	3
June, 1957	213
August, 1957	5
June, 1958	308
August, 1958	3
June, 1959	350
August, 1959	10
June, 1960	346
August, 1960	10
June, 1961	423

Total A. B. Graduates from 1930 to June 1961 is 6901.

Registrar's Office
Table IX

Analysis of Graduation
Distribution by Departments
Students Receiving A. B. Degree August, 1960

Major	Men	Women	Total
Business Education	1	0	1
English	0	1	1
Science	1	0	1
Social Studies	1	0	1
Industrial Arts	2	0	2
Physical Education	2	2	4
Totals	7	3	10

Registrar's Office
Table X

Analysis of Graduation
Distribution of Elementary Certification
Students Receiving A. B. Degree August 5, 1960

Certification	Men	Women	Total
Full Limited	-	-	-
Provisional	-	-	-
None	7	3	10
Totals	7	3	10

Registrar's Office
Table XI

Analysis of Graduation
Distribution by Departments
Students Receiving A. B. Degree June 8, 1961

Major	Men	Women	Total
Business Education	* 21	30	* 51
English	9	* 45	* 54
French	2	3	5
Latin	1	2	3
Spanish	-	7	7
Mathematics	11	19	30
Music	12	8	20
Physical Education	51	19	70
Science	19	12	31
Social Studies	33	43	76
Speech	3	5	8
Fine Arts	6	15	21
Home Economics	-	19	19
Industrial Arts	28	-	28
Totals	196	227	423

* One student from each category without teacher certification.

Registrar's Office
Table XII

Analysis of Graduation
Distribution of Elementary Certification
Students Receiving A. B. Degree June 8, 1961

Certification	Men	Women	Total
Full Limited	0	0	0
Provisional	3	18	21
None	193	209	402
Totals	196	227	423

II. MASTER OF ARTS DEGREE

The following is a study of the graduating classes from June, 1951 through June, 1961:

Date of Graduation	Number Graduated
June, 1951	81
August, 1951	48
June, 1952	63
August, 1952	58
June, 1953	64
August, 1953	42
June, 1954	63
August, 1954	35
June, 1955	86
August, 1955	44
June, 1956	93
August, 1956	38
June, 1957	65
August, 1957	46
June, 1958	69
August, 1958	35
June, 1959	61
August, 1959	64
June, 1960	61
August, 1960	71
June, 1961	69

Total number of M. A. Graduates since 1933 is 2261

Registrar's Office
Table XIII Analysis of Master of Arts Graduates

Year	Graduates Montclair State Teachers College	Graduates Other Colleges	Total
1951	62	67	129
1952	53	68	121
1953	35	71	106
1954	53	45	98
1955	70	60	130
1956	67	64	131
1957	48	63	111
1958	57	47	104
1959	55	70	125
1960	68	64	132
1961	31	38	69 *
Total M. A. Degrees from 1933	1057	1204	2261

* This does not include 39 who were graduated August 4, 1961.

Registrar's Office
Table XIV

Analysis of Graduation
Distribution by Departments
Students Receiving A. M. Degree, August 5, 1960

Major	Men	Women	Total
Administration & Supervision	13	-	13
Business Education	-	1	1
English	1	2	3
Industrial Arts	7	-	7
Mathematics	8	10	18
Personnel & Guidance	4	5	9
Science	12	6	18
Social Studies	2	-	2
Total	47	24	71

Registrar's Office
Table XV

Analysis of Graduation
Distribution by Departments
Students Receiving A. M. Degree, June 8, 1961

Major	Men	Women	Total
Administration & Supervision	16	2	18
Business Education	-	3	3
English	4	-	4
Industrial Arts	7	-	7
Mathematics	2	4	6
Personnel & Guidance	8	8	16
Science	6	3	9
Social Studies	3	-	3
Spanish	-	2	2
Speech	-	1	1
Total	46	23	69

Montclair State College

Division of Personnel
Report to the President
Academic Year
1960 - 1961

I. Developments and Trends.

The Personnel Division was able to provide improved additional services for students because of additional staff and better physical facilities during the 1960-61 academic year.

The major developments included vastly improved food services which were provided by the Saga Food Services, better counseling services were provided students, academic standards were better enforced , the Work Scholarship program was completely reorganized and adequate controls for the proper use of this service were set up, the National Defense Student Loan Program was commended by Mr. David Dudley, Regional N.D.E.A. Representative, more adequate parking facilities were provided and the registration of cars was extended to cover students attending the Summer Session, a psychological service for students with personal and adjustment problems was organized, improved nursing service was provided with the addition of a full-time nurse and a physician for the football team, plans were developed for providing additional office space for the Director of Admissions and preliminary plans were made for the Personnel Office when College Hall is renovated.

II. Special Features and Accomplishments.

Food Services

The quality of food services for faculty, students, and special affairs was vastly improved by the Saga Food Services. The Dean of Students received many favorable comments from students, faculty members, and visitors about the quality, serving, and cost of the meals served by Saga.

Student Counseling

Part-time psychological service was provided for students with personal and adjustment problems with the appointment of Dr. Daniel Brower as College Psychologist. Forty-four students were referred to Dr. Brower for specialized counseling. The marked results of this service warrant its continuation and expansion. (See special report by Dr. Brower, July 25, 1961)

Probation and Students Dropped for Low Scholarship

The Personnel Office continued to enforce the probation and retention standards for students. The following is a report of students placed on probation or dropped for low scholarship.

A	Students on probation Fall semester	332
B	Students on probation Spring semester	189
C	Students dropped for low scholarship	38
D	Withdrawals	111

Parents of students on probation or dropped were sent written notices. It is noteworhty that 32 fewer students were dropped for low scholarship in 1960-61 and 143 fewer students were on probation in the Spring semester as compared with the Fall semester.

The Dean of Students completed a study of the reasons for students withdrawing during the Fall semester. (See report on Reasons For Withdrawal, June 5, 1961)

Financial Assistance Programs

Mr. David Dudley, Regional N.D.E.A. Representative, termed the N.D.S. Loan Program as a"model for small colleges to follow".

Mr. Ulrich Neuner, Assistant Director of Personnel, did an outstanding job in setting up additional controls for the optimum use of the State Work Scholarship service and devised an accounting system to determine the total number of hours worked by students in each deaprtment of college service area and the total cost of this service.

The following is a report of the major financial aid programs for students:

Type of Program	Number of Students	Amount
A.N.D.S. Loans	197	$67,900.00
B. Work Scholarships	750	72, 516.00
C. State Scholarships	320	48,000.00
D. Chapin Fund Loans	3	300.00
E. R.C.A. Scholarships	2	1,100.00
F. N.J. Bell Telephone Sch.	2	600.00

G. Edward Russ Scholarships	23	3,450.00
Totals	1,297	$193,866.00

Parking and Men's Dormitory   Reported by Duane M. Harmon,
Assustant Director of Personnel

Before the 1959-60 school year, officials from the various State Colleges met and agreed upon certain basic parking regulations. Instead of $2.00, a fee of $5.00 was charged for yearly parking privileges for students. It was also decided that any student living within a 2 mile radius of the college should be denied parking privileges as a means of insuring parking space for the large majority of students who have to commute long distances.

The five dollar permit fee created no apparent drop in the number of decals purchased although many people criticized the practice of charging another $5.00 for a second decal when only one car was being parked on the campus on any single day. Approximately 2100 decals were issued to undergraduates during the year.

In addition, a $2.00 fee was charged to part-time students who were using their automobiles in the evening. About 1750 decals were sold to them although many of them purchased second decals and as a rule were not on the campus more than two nights a week. Decals were issued without charge to 450 staff members.

After the first month of school it seemed as though we had collected more money than we could spend without looking for special projects. However, winter brought a staggering wave of snow storms and money from the account was used generously to remove snow. The expense was appropriate but it was virtually impossible to supervise all of the people who volunteered for work. Mr. Henry Ferris was brought in at this time and did such an effective job of supervising the work being done around the campus that he and several Montclair police worked several weeks to replace Mr. Gadd during his illness and to bring parking back to normal.

A large number of parking tickets were issued during the snowstorm to prevent people from parking in a way that would be dangerous to the functioning of the campus. Even after the snow melted a high incidence of tickets continued until the end of the school year. Many of the tickets were never paid but after checking their numbers through Trenton it appeared that there was no~~t~~ relationship between the owners and any registered student on campus. Many visitors were receiving parking tickets for not having decals on their cars.

The overall program seemed to be quite effective. Compared to the previous year, a more comprehensive set of regulations was used and an improved cross filing system was employed. Separate files

were maintained on all persons driving cars, their license numbers and decal numbers, but it was difficult to put the file together before the semester was half over.

Men's Dormitory

The policies of the men's dormitory remained unchanged in selecting students on the basis of distance between the school and their hometown. It was found that about 50% of the residents were freshmen. The directors reported that there was more unruliness and misconduct and that it stemmed from the immaturity of the students. They also reported a high incidence of freshmen on academic probation but this was not compared with the proportionate members of freshmen from previous years.

Some efforts were made by the personnel office to inaugurate an interdormitory council so as to build better cooperation between the men's and women's dormitories. Basic ideas were presented and they were accepted with a few reservations but the plans did not materialize.

The following is a report of the Montclair State College Parking Account from September 1, 1960 to July 31, 1961 as prepared by Mr. Dean Nichols:

Receipts	$12,746.46
Expenditures	11,836.21
Balance 7/3/61	910.25

Dormitory and Off-campus Housing, Food Services, Scheduling of Non-Academic Activities, Counseling and College Social Activities.

Prepared by Dr. Iona S. Henry, Assist. Director of Personnel

The areas of work covered by this desk are as follows:
dormitory and off-campus housing for women students, cafeteria and food services for the college, the calendaring of all non-academic activities, counseling, and college social activities.

The women's dormitories, Russ and Chapin Halls, have been filled to capacity during the entire academic year of 1960-61, with a waiting list of students eager for the opportunity of living in the dormitory. There were 195 permanent dormitory residents, and during the year 219

different students were able to live in the dormitories. During the practice teaching periods 18 students replaced the regular dormitory residents who were out on practice teaching assignments, for varying periods from 4 to 10 weeks. Six of these remained in the dormitories after the practice teaching period was completed. Criteria for dormitory residence included cumulative grade average of 2.0 and evidence of good dormitory citizenship. The girls who were unable to secure room in the dormitories were housed in 62 homes scattered through the Upper Montclair area. These homes cared for 123 women students.

The food service this year has been under the management of theSaga Food Services with Mr. Donald Forth as resident manager. The ye ar has been marked by superior service and quality of food and the campus is most fortunate to come under this new management. Much of the credit for the successful handling of the food services has been due to Mr. Forth whose constant spirit of friendly cooperation is admired by all.

This office maintains the calendar, and schedules all events on campus other than those dealing with the academic schedules. The increased size and complexity of the college program is evidenced in the following statistics:

	Organization Meetings	College Special Events	Outside Special Events
September	71	10	3
October	106	54	6
November	81	42	1
December	59	46	7
January=	112	51	2
February	138	62	2
March	168	66	3
April	124	44	9
May	140	64	7
June	--	13	7
Total	999	452	47

During the year, this office has experimented with various ways of refining the method of scheduling activities on the campus and at the present time has not yet decided on the most efficient method. Such a varied and constant pattern of activity means a tremendous amount of detail work and this office is anxious to expedite this as efficiently as possible.

There are 80 college organizations including honorary and professional fraternities, social sororities and fraternities, academic clubs, social groups, sports organizations and class organizations. In addition, the Student Government Association is a highly organized

governing body and has many committees which function in a capable manner. It is the policy of the college to have an advisor and in some instances, a co-advisor, for each of these organizations and major committees. All organizations were staffed with adult advisors this past year, who met with the groups and whose sponsorship was deeply appreciated by the students and administration. Information concerning college rules and regulations was clarified and a general spirit of rapport was evidenced between the organizations and the advisors.

The sororities had organized in late spring of 1960 an Inter-Sorority Council, and during the academic year of 1960-61 this group became very active. By the spring they were able to sponsor a formal ball, The Cotillion, at which time fledgling members of the sororities were introduced to the entire group. Indications are that the progress the organization attained this past year will be furthered in the year ahead.

One of the traditional events of great luster on the Montclair campus is the annual Carnival, sponsored by the Student Government Association. The Carnival this year was highly successful and brought a spirit of cooperative well-being to the student life of the campus. A sizeable sum of money, approximately $3,500, was realized from the event.

As will be noted on the table above there were 47 special events involving off-campus organizations. Some of these are meetings which have been held traditionally at Montclair State College, such as the New Jersey Symphony concerts, the Orpheus Club concerts, etc. Others are only once a year affairs such as the state meeting of the A.A.U.W. which was held on this campus.

Student counseling is an important aspect of this post and many hours of each week were spent in this activity; sometimes in the office, sometimes in the dormitories, sometimes in the writer's home. This area of work is most significant and indications are that the need for an increasing number of hours spent in counseling will increase.

Two new organizations were formed during the year and seem to be healthy and energetic. The formation of the Inter-Sorority Council indicated a need for a similar organization of sorority advisors. Such a group met for dinner as guests of the college and explored the problems, programs and future possibilities of the sororities at Montclair State College. At a second meeting a corps of officers was chosen and specific recommendations for the sororities were made. These were sent to each sorority and the Inter-Sorority Council for their discussion and action and at the present time progress in certain areas has been achieved. There are 11 sorority groups plus the Inter-Sorority Council, with advisors and co-advisors for each of these. The advisors have been helpful in encouraging the girls to develop service projects and on-campus programs. This emphasis on out-reach rather than too much involvement with their own small group is most beneficial.

The second new organization is one composed of the off-campus room mothers and again, grew out of the need for better communication between the students, the adults and the college administration. The women who house our girls were guests of the college for an evening of getting acquainted and discussion of questions and general plans. The group was very enthusiastic and seemed to enjoy getting acquainted with one another and with the college personnel. They have asked that another meeting be held in the early fall. This group represents Montclair State College in the community of Montclair in a vital and special way. It would appear thatfurther strengthening of the organization is much needed.

This office strongly recommends that a thoroughly comprehensive and carefully planned inspection of the off-campus rooms be inaugurated in the early weeks of the fall of 1961. The need for such an inspection has become evident in many ways and it is the feeling of the writer that we can wait no longer to have as complete information as possible about the homes in which we house our students.

Uppermost in the writer's mind is the extremely urgent need for another women's dormitory. We are constantly on the defense in dealin with parents of freshmen girls as we try to help them settle their daughters in the new college environment. However, it is just as important for upperclassmen to be able to live on campus. Study habits are better if libraries and classrooms are accessible to the student and certainly a better spirit of campus moral is possible when a larger percentage of the student body is housed on the campus.

The past year, for the writer, has been most interesting and enlightening. The year ahead, 1961-62, poses tremendous possibilities. May they become realities. This makes personnel work worth the doing.

Medical Services

Miss Charlotte Pritchard was appointed Head Nurse, Dr. Muriel Bradley resigned in order to be married and was replaced by Dr. Lillian Rosenberg and Dr. Jack A. Brown was employed to examine and provide medical care for the members of the football squads. (See also annual report of Miss Pritchard, Head Nurse.)

Admissions

See annual report of Mr. Lawton Blanton, Director of Admissions.

III. Recommendations.

1. The present duties of the Assistant Directors should be studied with the view of relieving the Dean of Students of his numerous counseling duties.

2. A trained police officer is needed to direct and supervise parking.

3. Criteria for off-campus rooms for students should be drawn up and an inspection plan should be devised. An additional part-time staff member should be provided to inspect off-campus rooms.

4. A definite code of behavior and a supervised study program should be drawn up for men dormitory students.

5. Additional dormitory rooms for men and women are urgently needed.

6. The Saga Food Services contract for food and cafeteria services should be renewed.

7. Psychological services for students should be continued and expanded. A consulting psychiatrist should be designated.

8. An Assistant Director of Admissions is urgently needed and additional office space should be provided.

9. Additional staff time should be provided for the Assistant Director in charge of the financial aid program.

Mr. Leo G. Fuchs, Dean of Students, upon his request, will be reassigned as an Associate Professor of Education, effective September 1, 1961.

Respectfully submitted,

Leo G. Fuchs
Dean of Students
August 9, 1961

LGF:ehp

MONTCLAIR STATE COLLEGE

Director of Admissions

Report to the President
Academic Year
1960 -- 1961

Admissions Office
Table 1A

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MONTCLAIR STATE COLLEGE

Overall Freshman Application Information

September 30, 1961

Number of Freshmen candidates paying $5.00 application fee 2566

Total number of Freshmen enrolling 557

Number of Transfer candidates paying $5.00 application fee 261

Number of Transfer candidates enrolling 113

SOURCE OF FRESHMEN ADMITTED TO MONTCLAIR STATE COLLEGE BY COUNTIES

September, 1961

Admissions Office
Table I

County	Men	Women	Total	Percentage
Atlantic	4	2	6	1.08
Bergen	32	54	86	15.44
Burlington	2	4	6	1.08
Camden	0	7	7	1.26
Cape May	0	1	1	.18
Cumberland	0	4	4	.72
Essex	48	98	146	26.21
Gloucester		1	1	.18
Hudson	19	23	42	7.54
Hunterdon	1		1	.18
Mercer	2	4	6	1.08
Middlesex	8	17	25	4.49
Monmouth	5	24	29	5.21
Morris	10	18	28	5.03
Ocean	4	6	10	1.80
Passaic	30	61	91	16.31
Salem	0	2	2	.36
Somerset	1	11	12	2.15
Sussex	4	6	10	1.80
Union	14	25	39	7.00
Warren	3	2	5	.90
Totals	187	370	557	100.00

Admissions Office
Table II

FRESHMEN ADMISSION STATISTICS FOR SEPTEMBER 1961
AVERAGE IQ, COLLEGE BOARD VERBAL, & COLLEGE BOARD

		AVERAGE IQ	AVERAGE CBV	AVERAGE CBQ
Business Ed.	Female	116	517	515
	Male	113	465	371
English	Female	121	585	522
	Male	114	593	533
Fine Arts	Female	116	542	478
	Male	108	565	463
French	Female	118	530	465
	Male	nr	442	480
Home Econ.	Female	115	515	487
Indus. Arts	Male	109	466	488
Latin	Female	119	524	498
	Male	109	520	466
Mathematics	Female	121	542	585
	Male	121	509	630
Music	Female	121	566	494
	Male	117	514	521
Physical Ed.	Female	119	515	510
	Male	113	481	526
Science	Female	118	553	546
	Male	116	531	560
Social Studies	Female	121	549	514
	Male	119	539	534
Spanish	Female	116	530	477
	Male	120	505	459
Speech	Female	117	517	477
	Male	nr	530	534
Totals	Female	119	540	511
	Male	115	511	533
Average Female & Male		117	530	519

Admissions Office
Table III

MAJORS RANKED ON BASIS OF CUTTING SCORE

MAJOR	Cutting Score	Females Above Cutting Score	Males Above Cutting Score	Total Above Cutting Score	Females Below Cutting Score	Males Below Cutting Score	Total Below Cutting Score	Females Below 400	Males Below 400	Total Below 400	Rejected High School	Rejected Dept.	Total Accepted
Mathematics	602	84	33	117	95	51	146	11	16	27	6	0	117
Business Ed.	598	27	3	30	105	52	157	30	35	65	3	0	30
English	598	107	17	124	166	42	208	21	20	41	3	0	124
Social Studies	598	69	49	118	144	166	310	22	57	77	5	0	118
Undecided	598	3	0	3	26	6	32	7	3	10	1	0	3
Science	571	61	49	110	38	68	106	6	17	23	0	0	110
French	552	41	3	44	15	6	21	4	4	8	0	6	41
Phys.Ed.Female	545	46	0	46	130	0	130	68	0	68	5	15	44
Music	544	20	18	38	16	26	42	6	17	23	1	3	38
Fine Arts	540	57	6	63	52	24	76	19	12	31	4	0	63
Home Ec.	529	58	0	58	70	0	70	33	0	33	1	0	58
Speech	527	30	2	32	23	4	27	13	3	16	0	2	30
Latin	525	21	5	26	1	3	4	0	2	2	0	0	26
Spanish	524	46	7	53	17	11	28	10	2	12	1	17	43
Phys.Ed.Male	507	0	40	40	0	104	104	0	75	75	3	7	36
Ind. Arts	484	0	57	57	0	89	89	0	60	60	0	0	63
TOTALS		670	289	959	896	652	1548	250	323	573	33	50	944

Admissions Office
Table IV

DISTRIBUTION OF FRESHMEN ADMITTED TO THE BUSINESS EDUCATION SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	2	2	-	8.000	7.692
650-699	-	6	6	-	24.000	23.076
600-649	-	13	13	-	52.000	50.000
550-599	1	4	5	100.000	16.000	19.230
500-549	-	-	-	-	-	-
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	1	25	26	100.000	100.000	99.998

DISTRIBUTION OF FRESHMEN ADMITTED TO THE BUSINESS EDUCATION SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	18	18	-	72.000	69.230
80-89	-	7	7	-	28.000	26.923
70-79	1	-	1	100.000	-	3.846
60-69	-	-	-	-	-	-
50-59	-	-	-	-	-	-
40-49	-	-	-	-	-	-
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0-19	-	-	-	-	-	-
Total	1	25	26	100.000	100.000	99.999

Admissions Office
Table IV (con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE BUSINESS EDUCATION SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO QUARTILE RANK IN H. S.

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	-	25	25	-	100.000	96.154
50-74	1	-	1	100.000	-	3.846
25-49	-	-	-	-	-	-
0-24	-	-	-	-	-	-
Total	1	25	26	100.000	100.000	100.000

Admissions Office
Table V

DISTRIBUTION OF FRESHMEN ADMITTED TO ENGLISH SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	2	10	12	16.667	20.833	20.000
650-699	4	12	16	33.333	25.000	26.667
600-649	6	26	32	50.000	54.167	53.333
550-599	-	-	-	-	-	-
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	12	48	60	100.000	100.000	100.000

HIGH SCHOOL PERCENTILE RANK OF FRESHMEN ADMITTED FOR SEPTEMBER 1961 TO ENGLISH SPECIALIZATION * PERCENTAGES FOR DECILE GROUPINGS

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	4	20	24	33.333	41.667	40.000
80-89	2	19	21	16.667	39.583	35.000
70-79	3	8	11	25.000	16.667	18.333
60-69	2	1	3	16.667	2.083	5.000
50-59	1	-	1	8.333	-	1.667
40-49	-	-	-	-	-	-
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0-19	-	-	-	-	-	-
Total	12	48	60	100.000	100.000	100.000

Admissions Office
Table V (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO ENGLISH SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO H. S. QUARTILE RANK

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	8	44	52	66.667	91.667	86.667
50-74	4	4	8	33.333	8.333	13.333
25-49	-	-	-	-	-	-
0-24	-	-	-	-	-	-
Total	12	48	60	100.000	100.000	100.000

Admissions Office
Table VI

DISTRIBUTION OF FRESHMEN ADMITTED TO FINE ARTS SPECIALIZATION FOR SPETEMBER 1961 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentages Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	1	1	-	2.857	2.632
650-649	1	3	4	33.333	8.571	10.526
600-649	1	12	13	33.333	34.286	34.211
550-599	-	16	16	-	45.714	42.105
500-549	1	3	4	33.333	8.571	10.526
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	3	35	38	99.999	99.999	100.000

HIGH SCHOOL PERCENTILE RANK OF FRESHMEN ADMITTED FOR SEPTEMBER 1961 TO FINE ARTS SPECIALIZATION - PERCENTAGES FOR DECILE GROUPINGS

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	1	5	6	33.333	14.286	15.789
80-89	-	14	14	-	40.000	36.842
70-79	-	9	9	-	25.714	23.684
60-69	-	5	5	-	14.286	13.158
50-59	2	2	4	66.667	5.714	10.526
40-49	-	-	-	-	-	-
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0-19	-	-	-	-	-	-
Total	3	35	38	100.000	100.000	99.999

Admissions Office
Table VI (con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE FINE ARTS SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO QUARTILE RANK

Quartile Rank In High School	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	1	27	28	33.333	77.143	73.684
50-74	2	8	10	66.667	22.857	26.316
25-49	-	-	-	-	-	-
0-24	-	-	-	-	-	-
Total	3	35	38	100.000	100.000	100.000

Admissions Office
Table VII

DISTRIBUTION OF FRESHMEN ADMITTED TO FRENCH SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO TOTAL ADMISSION SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	2	2	-	8.696	8.333
650-699	-	6	6	-	26.087	25.000
600-649	-	8	8	-	34.783	33.333
550-599	1	7	8	100.000	30.435	33.333
500-549	-	-	-	-	-	-
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	1	23	24	100.000	100.001	99.999

HIGH SCHOOL PERCENTILE RANK OF FRESHMEN ADMITTED FOR SEPTEMBER 1961 TO FRENCH SPECIALIZATION - PERCENTAGES FOR DECILE GROUPINGS

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	13	13	-	56.523	54.167
80-89	-	6	6	-	26.087	25.000
70-79	-	4	4	-	17.391	16.667
60-69	1	-	1	100.000	-	4.167
50-59	-	-	-	-	-	-
40-49	-	-	-	-	-	-
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0- 9	-	-	-	-	-	-
Total	1	23	24	100.000	100.001	100.001

HIGH SCHOOL PERCENTILE RANK OF FRESHMEN ADMITTED FOR SEPTEMBER 1961 TO FRENCH SPECIALIZATION -PERCENTAGES FOR QUARTILE GROUPS

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	-	22	22	-	95.652	91.667
50-74	1	1	2	100.000	4.348	8.333
25-49	-	-	-	-	-	-
0 -24	-	-	-	-	-	-
Total	1	23	24	100.000	100.000	100.000

Admissions Office
Table VIII

DISTRIBUTION OF FRESHMEN ADMITTED TO THE HOME ECONOMICS SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO THE TOTAL ADMISSION SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	1	1	-	2.439	2.439
650-699	-	4	4	-	9.756	9.756
600-649	-	9	9	-	21.951	21.951
550-599	-	19	19	-	46.341	46.341
500-549	-	8	8	-	19.512	19.512
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	0	41	41	0	99.999	99.999

HIGH SCHOOL PERCENTILE RANK OF FRESHMEN ADMITTED FOR SEPTEMBER 1961 TO HOME ECONOMICS SPECIALIZATION - PERCENTAGES, DECILE GROUPS

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	10	10	-	24.390	24.390
80-89	-	13	13	-	31.707	31.707
70-79	-	14	14	-	34.146	34.146
60-69	-	4	4	-	9.756	9.756
50-59	-	-	-	-	-	-
40-49	-	-	-	-	-	-
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0- 9	-	-	-	-	-	-
Total	0	41	41	0	99.999	99.999

Admissions Office
Table VIII (con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO HOME ECONOMICS SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO HIGH SCHOOL QUARTILE RANK

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	-	31	31	-	75.610	75.610
50-74	-	10	10	-	24.390	24.390
25-49	-	-	-	-	-	-
0-24	-	-	-	-	-	-
Total	0	41	41	0	100.000	100.000

Admissions Office
Table IX

DISTRIBUTION OF FRESHMEN ADMITTED TO THE INDUSTRIAL ARTS SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	-	-	-	-	-
650-699	1	-	1	2.326	-	2.326
600-649	1	-	1	2.326	-	2.326
550-599	8	-	8	18.605	-	18.605
500-549	23	-	23	53.488	-	53.488
450-499	10	-	10	23.256	-	23.256
400-449	-	-	-	-	-	-
Total	43	-	43	100.001	-	100.001

DISTRIBUTION OF FRESHMEN ADMITTED TO THE INDUSTRIAL ARTS SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO H. S. PERCENTILE RANK

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	-	-	-	-	-
80-89	4	-	4	9.302	-	9.302
70-79	8	-	8	18.605	-	18.605
60-69	9	-	9	20.930	-	20.930
50-59	11	-	11	25.581	-	25.581
40-49	4	-	4	9.302	-	9.302
30-39	4	-	4	9.302	-	9.302
20-29	2	-	2	4.651	-	4.651
10-19	1	-	1	2.326	-	2.326
0- 9	-	-	-	-	-	-
Total	43	-	43	99.999	-	99.999

Admissions Office
Table IX (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE INDUSTRIAL ARTS SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO QUARTILE RANK IN HIGH SCHOOL

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	7	-	7	16.279	-	16.279
50-74	25	-	25	58.140	-	58.140
25-49	9	-	9	20.930	-	20.930
0-24	2	-	2	4.651	-	4.651
Total	43	-	43	100.000	-	100.000

Admissions Office
Table X

DISTRIBUTION OF FRESHMEN ADMITTED TO THE LATIN SPECIALIZATION FOR SEPTEMBER 1961, ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	1	1	-	11.111	8.333
700-749	-	-	-	-	-	-
650-699	1	3	4	33.333	33.333	33.333
600-649	1	2	3	33.333	22.222	25.000
550-599	1	-	1	33.333	-	8.333
500-549	-	3	3	-	33.333	25.000
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	3	9	12	99.999	99.999	99.999

DISTRIBUTION OF FRESHMEN ADMITTED TO THE LATIN SPECIALIZATION FOR SEPTEMBER 1961, ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	4	4	-	44.444	33.333
80-89	2	3	5	66.667	33.333	41.667
70-79	1	-	1	33.333	-	8.333
60-69	-	1	1	-	11.111	8.333
50-59	-	-	-	-	-	-
40-49	-	1	1	-	11.111	8.333
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0-9	-	-	-	-	-	-
Total	3	9	12	100.000	99.999	99.999

DISTRIBUTION OF FRESHMEN ADMITTED TO THE LATIN SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO QUARTILE RANK IN H. S.

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	2	7	9	66.667	77.777	75.000
50-74	1	1	2	33.333	11.111	16.667
25-49	-	1	1	-	11.111	8.333
0-24	-	-	-	-	-	-
Total	3	9	12	100.000	99.999	100.000

Admissions Office
Table XI

DISTRIBUTION OF FRESHMEN ADMITTED TO THE MATHEMATICS SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	2	2	-	4.167	2.857
700-749	2	8	10	9.091	16.667	14.286
650-699	3	17	20	13.636	35.417	28.571
600-649	17	21	38	77.273	43.750	54.286
550-599	-	-	-	-	-	-
500-549	-	-	-	-	-	-
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	22	48	70	100.000	100.001	100.000

DISTRIBUTION OF FRESHMEN ADMITTED TO THE MATHEMATICS SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	6	34	40	27.273	70.833	57.143
80-89	8	11	19	36.364	22.917	27.143
70-79	4	3	7	18.182	6.250	10.000
60-69	4	-	4	18.182	-	5.714
50-59	-	-	-	-	-	-
40-49	-	-	-	-	-	-
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0- 9	-	-	-	-	-	-
Total	22	48	70	100.001	100.000	100.000

Admissions Office
Table XI (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE MATHEMATICS SPECIALIZATION ACCORDING TO QUARTILE RANK IN HIGH SCHOOL FOR SEPTEMBER 1961

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	17	46	63	77.273	95.833	90.000
50-74	5	2	7	22.727	4.167	10.000
25-49	-	-	-	-	-	-
0-24	-	-	-	-	-	-
Total	22	48	70	100.000	100.000	100.000

Table XII

DISTRIBUTION OF FRESHMEN ADMITTED TO MUSIC SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO TOTAL ADMISSION SCORE

Total Admissions Score=	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	1	-	1	7.692	-	4.000
650-699	3	4	7	23.077	33.333	28.000
600-649	3	2	5	23.077	16.667	20.000
550-599	1	5	6	7.692	41.667	24.000
500-549	5	1	6	38.462	8.333	24.000
450-499	-	-	-	-	-	-
400-499	-	-	-	-	-	-
Total	13	12	25	100.000	100.000	100.000

DISTRIBUTION OF FRESHMEN ADMITTED TO MUSIC SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	2	6	8	15.385	50.000	32.000
80-89	3	3	6	23.077	25.000	24.000
70-79	-	1	1	-	8.333	4.000
60-69	4	2	6	30.769	16.667	24.000
50-59	2	-	2	15.385	-	8.000
40-49	-	-	-	-	-	-
30-39	2	-	2	15.385	-	8.000
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0-9	-	-	-	-	-	-
Total	13	12	25	100.001	100.000	100.000

Admissions Office
Table XII (cont'd)

DISTRIBUTION OF FRESHMEN ADMITTED TO MUSIC SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO QUARTILE RANK IN H. S.

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	5	10	15	38.462	83.333	60.000
50-74	6	2	8	46.154	16.667	32.000
25-49	2	-	2	15.385	-	8.000
0-24	-	-	-	-	-	-
Total	13	12	25	100.001	100.000	100.000

Admissions Office
Table XIII

DISTRIBUTION OF FRESHMEN ADMITTED TO THE PHYSICAL EDUCATION SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	-	-	-	-	-
650-699	-	4	4	-	13.793	8.163
600-649	2	8	10	10.000	27.586	20.408
550-599	11	16	27	55.000	55.172	55.102
500-549	7	1	8	35.000	3.448	16.327
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	20	29	49	100.000	99.999	100.000

DISTRIBUTION OF FRESHMEN ADMITTED TO THE PHYSICAL EDUCATION SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	1	13	14	5.000	44.828	28.571
80-89	2	8	10	10.000	27.586	20.408
70-79	4	3	7	20.000	10.345	14.286
60-69	4	3	7	20.000	10.345	14.286
50-59	5	1	6	25.000	3.448	12.245
40-49	3	1	4	15.000	3.448	8.163
30-39	-	-	-	-	-	-
20-29	1	-	1	5.000	-	2.041
10-19	-	-	-	-	-	-
0-9	-	-	-	-	-	-
Total	20	29	49	100.000	100.000	100.000

Admissions Office
Table XIII (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE PHYSICAL EDUCATION SPECIALIZATION
FOR SEPTEMBER 1961 ACCORDING TO QUARTILE RANK IN H. S.

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	4	22	26	20.000	75.862	53.061
50-74	12	6	18	60.000	20.690	36.735
25-49	4	1	5	20.000	3.448	10.204
0-24	-	-	-	-	-	-
Total	20	29	49	100.000	100.000	100.000

Admissions Office
Table XIV

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SCIENCE SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	1	1	-	5.000	1.961
700-749	1	2	3	3.226	10.000	5.882
650-699	6	5	11	19.355	25.000	21.569
600-649	10	10	20	32.258	50.000	39.216
550-599	14	2	16	45.161	10.000	31.373
500-549	-	-	-	-	-	-
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	31	20	51	100.000	100.000	100.001

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SCIENCE SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	4	12	16	12.903	60.000	31.373
80-89	11	7	18	35.484	35.000	35.294
70-79	3	-	3	9.677	-	5.882
60-69	11	1	12	35.484	5.000	23.529
50-59	2	-	2	6.452	-	3.922
40-49	-	-	-	-	-	-
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0-9	-	-	-	-	-	-
Total	31	20	51	100.000	100.000	100.000

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SCIENCE SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO QUARTILE RANK IN H. S.

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	17	19	36	54.839	95.000	70.588
50-74	14	1	15	45.161	5.000	29.412
25-49	-	-	-	-	-	-
0-24	-	-	-	-	-	-
Total	31	20	51	100.000	100.000	100.000

Admissions Office
Table XV

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SOCIAL STUDIES SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	1	1	-	2.632	1.471
700-749	3	2	5	10.000	5.263	7.353
650-699	6	12	18	20.000	31.579	26.471
600-649	21	23	44	70.000	60.526	64.706
550-599	-	-	-	-	-	-
500-549	-	-	-	-	-	-
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	30	38	68	100.000	100.000	100.001

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SOCIAL STUDIES SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	4	25	29	13.333	65.789	42.647
80-89	11	12	23	36.667	31.579	33.824
70-79	7	-	7	23.333	-	10.294
60-69	4	1	5	13.333	2.632	7.353
50-59	2	-	2	6.667	-	2.941
40-49	2	-	2	6.667	-	2.941
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0- 9	-	-	-	-	-	-
Total	30	38	68	100.000	100.000	100.000

Admissions Office
Table XV (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SOCIAL STUDIES SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO QUARTILE RANK IN H. S.

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	21	37	58	70.000	97.368	85.294
50-74	7	1	8	23.333	2.632	11.765
25-49	2	-	2	6.667	-	2.941
0-24	-	-	-	-	-	-
Total	30	38	68	100.000	100.000	100.000

Admissions Office
Table XVI

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SPANISH SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	1	5	6	16.667	21.739	20.690
650-699	1	3	4	16.667	13.043	13.793
600-649	2	6	8	33.333	26.087	27.586
550-599	2	6	8	33.333	26.087	27.586
500-549	-	3	3	-	13,043	10.345
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	6	23	29	100.000	99.999	100.000

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SPANISH SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	4	11	15	66.667	47.826	51.724
80-89	-	10	10	-	43.478	34.483
70-79	1	1	2	16.667	4.348	6.897
60-69	1	-	1	16.667	-	3.448
50-59	-	1	1	-	4.348	3.448
40-49	-	-	-	-	-	-
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0- 9	-	-	-	-	-	-
Total	6	23	29	100.001	100.000	100.000

Admissions Office
Table XVI (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SPANISH SPECIALIZATION FOR SEPTEMBER 1 961 ACCORDING TO QUARTILE RANK IN H. S.

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	5	21	26	83.333	91.304	89.655
50-74	1	2	3	16.667	8.696	10.345
25-49	-	-	-	-	-	-
0-24	-	-	-	-	-	-
Total	6	23	29	100.000	100.000	100.000

Table XVII

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SPEECH SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	1	1	-	5.263	4.762
700-749	-	1	1	-	5.263	4.762
650-699	-	3	3	-	15.789	14.286
600-649	2	4	6	100.000	21.053	28.571
550-599	-	6	6	-	31.579	28.571
500-549	-	4	4	-	21.053	19.048
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	2	19	21	100.000	100.000	100.000

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SPEECH SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	8	8	-	42.105	38.095
80-89	-	8	8	-	42.105	38.095
70-79	2	2	4	100.000	10.526	19.048
60-69	-	1	1	-	5.263	4.762
50-59	-	-	-	-	-	-
40-49	-	-	-	-	-	-
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0-9	-	-	-	-	-	-
Total	2	19	21	100.000	99.999	100.000

DISTRIBUTION OF FRESHMEN ADDMITTED TO THE SPEECH SPECIALIZATION FOR SEPTEMBER 1961 ACCORDING TO QUARTILE RANK IN H. S.

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	-	16	16	-	84.211	76.190
50-74	2	3	5	100.000	15.789	23.810
25-49	-	-	-	-	-	-
0-24	-	-	-	-	-	-
Total	2	19	21	100.000	100.000	100.000

Admissions Office
Table XVIII

DISTRIBUTION OF FRESHMEN ADMITTED TO ALL SPECIALIZATIONS FOR SEPTEMBER 1961
ACCORDING TO THE TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	6	6	-	1.622	1.077
700-749	10	34	44	5.348	9.189	7.899
650-699	26	82	108	13.904	22.162	19.390
600-649	66	144	210	35.294	38.919	37.702
550-599	39	81	120	20.856	21.892	21.544
500-549	36	23	59	19.251	6.216	10.592
450-499	10	-	10	5.348	-	1.795
400-449	-	-	-	-	-	-
Total	187	370	557	100.001	100.000	99,999

DISTRIBUTION OF FRESHMEN ADMITTED TO ALL SPECIALIZATIONS FOR SEPTEMBER 1961
ACCORDING TO H. S. PERCENTILE RANK

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	26	179	205	13.904	48.378	36.804
80-89	43	121	164	22.995	32.703	29.443
70-79	34	45	79	18.182	12.162	14.183
60-69	40	19	59	21.390	5.135	10.592
50-59	25	4	29	13.369	1.081	5.206
40-49	9	2	11	4.813	.541	1.975
30-39	6	-	6	3.209	-	1.077
20-29	3	-	3	1.604	-	.539
10-19	1	-	1	.535	-	.180
0- 9	-	-	*	-	-	-
Total	187	370	557	100.001	100.000	99.999

Admissions Office
Table XVIII (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO ALL SPECIALIZATIONS FOR SEPTEMBER 1961 ACCORDING TO QUARTILE RANK IN HIGH SCHOOL

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	87	327	414	46.524	88.378	74.327
50-74	81	41	122	43.316	11.081	21.903
25-49	17	2	19	9.091	.541	3.411
0-24	2	-	2	1.070	-	.359
Total	187	370	557	100.001	100.000	100.000

MONTCLAIR STATE COLLEGE
OFFICE OF ADMISSIONS

Work Sheet for Freshmen Recommended for Admission to Montclair for September, 1961

Last Year 733 applicants were accepted to obtain a class of 600.
Assuming the same ratio holds, 702 should produce desired quota of 575.

MAJOR	Freshmen Quota Sept. 1961	% Over Acceptance Required Basis '60 Attrition	Total # Required For Quota	Number Recommended For Acceptance M	F	T	Recommended Cutting Score
Non Quota							
Business Ed.							
English	150	40	210	69	206	275	598
Social Studies							
Undecided							
Fine Arts	45	27	57	6	57	63	540
French	20	80	36	2	39	41	552
Home Economics	40	38	55	0	58	58	529
Ind. Arts	50	12	56	63	0	63	484
Latin	15	33	20	5	21	26	525
Mathematics	75	37	112	33	84	117	602
Music	25	36	34	20	18	38	544
Phys. Ed. Men	25	40	35	36	0	36	507
Phys. Ed. Wom.	25	40	35	0	44	44	545
Science	60	53	92	61	49	110	571
Spanish	25	40	35	7	36	43	524
Speech	30	33	40	2	28	30	527
	585		817*	304	640	944	

This number represented best estimate required on basis of previous years experience. However due to multiple applications the actual number finally accepted was 944.

RECOMMENDATIONS

- **Full Time Recruiter**

The increasing volume of students who are rejected each year is beginning to create a difficult public relations problem for the College. Because this situation tends to create hostility in the schools against both the College and the Director of Admissions, I strongly recommend that the College employ a part-time person to visit the high school guidance counselors to explain reasons for the rejections. After each admission period, the College destroys a considerable portion of the goodwill which has been cultivated over the preceding months. For example, last year the College did not accept a single student from several schools which had supplied Montclair with a sizeable number of applications. Many of the guidance counselors and teachers from these schools had strongly encouraged students to apply to Montclair and were naturally disappointed when their students were not admitted. To correct the misunderstandings that develop, it is important to have a College representative visit the high schools. Perhaps Dr. Gerald Edwards who has been assigned to the Admissions Office as a part-time faculty recruiter, can serve in this capacity. Ultimately, a full time recruiter will be required. This responsibility occurs at a period in the Admissions calendar when the Director cannot afford to be out of the office.

- **Machines and Equipment**

At the earliest date possible, all letters written to prospective students should be reproduced on some variety of automatic typewriter. Rutgers University, Douglass College, the Newark College of Engineering, among the State Institutions, have been using this type of machine for years. The personal touch definitely seems to have considerable value. Also, letters that have the appearance of being individually typed should have a personal signature. This can easily be arranged by having a secretary sign each letter. It is also possible to use these same machines to automatically address envelopes and perform a variety of other functions that will conserve the energy of a secretary for more important work.

- **Student Workers**

Students should never be permitted to work with confidential material in the Admissions Office. The College should obtain adequate competent clerical assistance during the admissions period for opening mail, filing, processing applications, and recording. The only aspects of admissions safely delegated to student workers would be assembling applications, mailing catalogues, guiding tours, and serving on student panels for either prospective students or their parents. Perhaps with the new space allotment for the Admissions Office, actual working space can be found for an additional secretary which can be paid for out of the $5. application fees.

- **Office Appearance**

Continuing effort should be directed towards making the Admissions Office as attractive and restful as possible. Lamps, tables, magazines and interesting literature pertaining to Montclair should be provided in the reception room.

- **Evaluation of Transfer Students**

Transfer students should be given added attention. In the past, they have

been registered after all other students have obtained the choice classes and sections. The fact that their schedules are highly irregular is valid reason for giving them special consideration and registering them before other students. Also, the Admissions Office, (not the Registrar's Office which currently is responsible) should have the authority to evaluate transcripts from other colleges and to determine the amount of transfer credit to be applied towards a degree at Montclair. This evaluation should be made in consultation with the Department Chairmen, the Academic Counselor and the Registrar.

6. College Visits

It is extremely important to have prospective students visit the campus. Each applicant and his parents should be encouraged to visit the College before admission. Favorable information acquired by prospective students is rapidly disseminated over the State and tends to create a strong interest in Montclair among high school students, teachers, guidance counselors and interested citizens. The desirability of a well-organized, improved and expanded College Visitation Program cannot be stressed too strongly.

7. Office Coverage

It is important that the Office of Admissions be covered at all times by a responsible admissions official above the secretarial level. The addition of a new Assistant Director should greatly improve the inadequate coverage that occurs when the Director of Admissions is visiting high schools. Also, the incomplete coverage that occurs during the lunch hour could be alleviated by the Assistant Director. Because of the importance of having an Assistant Director who will be traveling a great deal of the time, the selection of a male for this position should be considered. It seems inadvisable for a female to participate in evening programs at schools that are a considerable distance from the College during poor weather. Last year, the Director of Admissions participated in sixty-three (63) of these evening meetings. This is entirely too much night work after a full day in the office. Some relief must be forthcoming. It is extremely important that one of the secretaries in the Admissions Office be trained to interview and confer with female students. It would seem highly desirable to always have a woman representative on the Admissions Staff because of the large number of applications from females.

8. Telephone Service

Because of the increased number of telephone calls to and from the Admissions Office at least three outside telephone lines would be required. It is important that these telephone extensions be outside connections and not have to go through the College switchboard. These calls would tax college facilities and probably result in inadequate service to other offices, in addition to being unfair to the switchboard operator.

9. Improved Interview Techniques

The additional staff provided for the Admissions Office should make it possible to improve interview techniques. Many ideas can be subtly conveyed during the interview. For example, one student applying for admission to Montclair was reported to be an outstanding football player. He

stated that he also applied to Rutgers University and that during the admissions interview, the counselor suggested to him that he might be applying to Rutgers because they had a winning football team last year. He reported that this suggestion reinforced the fact that the Rutgers football team had been unusually successful. He indicated that it was done in such a way that he wanted to be a member of the Rutgers team. Also, it is highly important to impress parents that they are being interviewed by an Admissions Officer and not a clerk in the office. Parents seem to want either a Director or an Assistant Director who does not appear hurried. They are impressed by personal attention in an unhurried atmosphere. Whenever they are interviewed by a female rather than a male they tend to suspect that they are not being interviewed by a top officer and are having an interview with someone having secretarial status.

10. I.B.M. Admission Data Cards

Plans should be developed to place all admissions information on I.B.M. cards including future State reports. It would appear important to move I.B.M. machines from the Registrar's Office to a special machine room that could be made available to all departments requiring these services. In the event that I.B.M. procedures cannot be adapted immediately, it is recommended that some type of McBee system be developed which can be merged with an automatic typewriter system. I have recommended that our new Director of Admission, Mr. George King, visit Mr. Frank Grammar, Director of Admissions at the Newark College of Engineering, with the idea of using a McBee system if it is impractical to go into an I.B.M. operation at this time.

11. Reports to High Schools

Because of the favorable reports received from principals, teachers and guidance counselors, it appears to be desirable to continue sending the grades of all freshmen to the high schools.

12. Acceptance and Rejection Lists

It would seem to be advisable to continue sending lists of applicants accepted, rejected, and on waiting lists to the high school guidance counselors. A covering letter explaining the admissions situation should also be included. The letters mailed this past year seemed to be highly appreciated.

13. New Dormitories

If new dormitories are to be filled in the future, it may be necessary to intensify the recruiting program in the more distant areas of the State.

14. Quotas

Some difficulty was experienced this past year with the establishment of quotas because of multiple applications. The attrition rate of those candidates paying the $25. advance registration fee was slightly higher than expected. To overcome this factor, I recommend establishing a larger waiting list. A short waiting list has little value since most students file

multiple applications. They tend to accept admission to their second choice State College rather than take a chance on finally gaining admission to their first choice.

15. Weightings

During the past few years the admissions weightings for various factors have been changed annually. In order to prevent arriving at false estimates of quality of students, I strongly recommend that percentile rank of the student be used as a basis for evaluating quality. Some of the Directors of Admissions at other State Colleges have been using total admissions scores as an index of improved quality in students. I have discovered that due to the wide differences in evaluating students (because of the 25% weighting reserved for the Director of Admissions), the same student can have a score difference of over 100 points from one college to another. There appears to be a trend at some colleges to statistically improve the appearance of the quality of the student by assigning higher scores to applicants. I have serious doubts that these procedures are statistically significant.

16. Future Annual Reports

In the future, it is recommended that all statistical studies reported in the annual report be figured on the basis of students who actually enroll. The quality of students enrolling in September is never quite as high as is anticipated. The reason for this is due to the fact that many top students will pay a $25. fee to hold a place at Montclair. If a sizeable scholarship is granted at a private college, the student usually accepts that school.

SIGNIFICANT IMPROVEMENTS AND TRENDS

1. Assistant Director of Admissions

Several significant improvements have been made in the Admissions arrangement for next year. The acquiring of an Assistant Director of Admissions should cut the work load of the Director in half. Much of the time-consuming work can be shared so no one is over-burdened with an excessive amount of detailed work.

2. New Calculating Machine

The new calculating machine which was acquired in August will make it possible for a clerk to figure percentiles. In the past all calculations were made by the Director of Admissions by slide rule. An attempt to teach several secretaries how to use a slide rule was made but none of them seemed to have the mathematical aptitude required.

3. New Office Space

The additional space acquired for the Admissions Office will make it possible for additional secretaries to work in the office. In the past, the space requirement was highly inadequate, and additional temporary help had to be placed in other offices.

4. College Boards

There also seems to be a strong trend on the part of applicants toward using College Boards rather than the State test for admission purposes. This past year, the State test had to be administered on two different occasions. Each time a heavy snow-storm prevented large numbers of students from taking the test. As approximately 95% of our applicants had taken the C.B. examination previously, most of them decided to use the C.B. scores for admission purposes rather than the State examination. In the past, the State College Entrance Examination required two testing periods per day using the Cafeteria, Snack Bar, Library, Library Annex, and several larger rooms in the Gymnasium. The above situation greatly interfered with the activities of the regular program and that of the Part-Time Division after the tests were changed from Mondays to Saturdays.

5. Interviews

A thorough study should be made of the interview program at Montclair. In the past, assuming that reaction reports of students and parents are valid, I believe that Montclair had developed one of the most effective interview programs to be found in a college of this size with such limited facilities. Each Monday, select groups of students and parents were interviewed. These interviews were looked upon as a recruiting device. Three interviews were scheduled for each student. Panels were set up and guided tours were arranged with well-trained, highly selected Montclair upperclassmen in charge. Refreshments were served. When the decision was reached that interviews could not take place during the week because of complaints from high schools and because of the excessive traffic in Northern New Jersey, a serious blow

was directed towards recruiting at Montclair. It appears that in the future, interviews will of necessity have to be arranged for Saturdays. This will create some problems. However, it is possible that a greatly improved recruitment and interview program can be developed.

6. Multiple Applications

For the first time multiple applications were permitted to State Colleges. This procedure was instituted primarily because after each admissions period, Montclair transferred to other State Colleges large numbers of folders of well-qualified studdnts who were rejected. It was necessary to transfer cartons of folders to other colleges. The paper work in making these transfers was enormous. To protect the interest of the College it was necessary to make duplicate information cards and list all materials transferred. Also, the transferring of applications required the answering of a large volume of mail and telephone requests. In the past, the entire Admissions Staff spent several weeks each year working with these transfer requests. The new policy is the equivalent of adding extra workers to the Admissions Staff.

Respectfully submitted,

Lawton W. Blanton
Director of Admissions

MONTCLAIR STATE COLLEGE
AT
UPPER MONTCLAIR

REPORT TO THE PRESIDENT
ACADEMIC YEAR
1960 - 1961

NOVEMBER 1961
BY
THE CHAIRMAN
OF
THE GRADUATE COUNCIL

MONTCLAIR STATE COLLEGE

GRADUATE DIVISION

REPORT TO THE PRESIDENT
Academic Year
1960 - 1961

I. ACTIVITIES, DEVELOPMENTS, AND TRENDS

A. Progress in carrying out the final recommendations of the Middle States Evaluation Committee

1. The chief objective of the Graduate Council and its Chairman since the report of the Middle States Evaluation team in 1957, has been to follow the recommendations made by the accrediting association. It is gratifying to state that due to continued progress in our efforts to adopt their policy suggestions, all the major items which they proposed for study and development have been given serious attention. The result is that revisions have taken place to such a degree that our program is in general reasonably well in accordance with established graduate program criteria. Some attention still remains to be given to the possible establishment of several M.A. programs for the traditional major areas still without advanced degree work. This, the evaluation committee thought to be desirable. However, it has always been the policy of the Council to move with caution in such a matter and to approve advanced work only when a department is in a position to maintain the high standards we have always attempted to achieve.

B. New Master's Degree Program Developments

1. A curricula restudy carried out in accordance with the above suggestions has resulted in the establishment of a Master's Degree Curriculum Committee in the Department of Education. Dr. Earl Peckham is its chairman, and it is expected to review certain past proposals made to the Graduate Council for M.A. degrees, to develop possible new programs, and to report its findings and recommendations at an early date. The committee has held several meetings during the second semester of 1961, developed a tentative summary of its study, and will present its recommendations to the Graduate Council in the Fall of 1961.

> Note: With reference to our consideration of new programs it might be pertinent to recall at this point, for the record, that a letter from Commissioner Raubinger to Dr. Partridge, dated March 10, 1955, authorized the revision and continuation of the graduate programs already established at Montclair. It stated that

> Montclair was authorized, subject to the availability of funds and in response to demands, to establish graduate programs in one or more of the following fields: Educational Psychology and Measurement, Curriculum Construction and Supervision, Audio-Visual Aids, Fine Arts, Industrial Arts, Home Economics, and Music. Since that time Master's degree programs in Industrial Arts and Speech have been instituted.

C. Graduate Student Load

1. We seem to be successful in our continued efforts to discourage those students who are fully employed teachers from "overloading" themselves through their eagerness to carry too many courses. A recent study made in 1960 to determine the effectiveness of this policy showed that on the average the student load was 3.49 semester hours. This result corresponded with a similar study in 1958 and justifies the conclusion that approximately 81% carried four semester hours or less, and 90% fewer than five semester hours. Furthermore, students enrolled in any of the research courses or research seminars are strongly advised to carry no additional courses simultaneously with these particular time consuming research studies.

D. Subject Matter Requirements for Matriculation in the Major Academic areas.

1. The Middle States Committee felt that the requirement that thirty semester hours of undergraduate study would be necessary for matriculation, thus causing a source of pressure to exist in the Education programs, and resulting in somewhat larger numbers of matriculants than in the non-education majors. Hence, each major subject matter department chairman reviewed this requirement, and the Chairman of the Graduate Council has a statement from most of them indicating that a minimum of twenty-four semester hours (instead of thirty) will now be required for matriculation in the major traditional academic areas, unless certification standards require more, as is the case in Industrial Arts. Consequently, it is hoped that in the future, fewer students who desire an M.A. in a major academic subject and wish to continue as a classroom teacher will no longer find that this thirty semester hour requirement is such a barrier to further graduate study that they are inclined to seek their M.A. in the programs in Education for which a certificate to teach in New Jersey is the only hurdle as to subject matter eligibility.

E. Registration and Matriculation Requirements and Procedures.

1. The very extensive reorganization of the registration process with priority given to certain groups of students and the discouragement of late registration, have materially improved this process. The result has been that more effective counselling is now possible, long lines of waiting students eliminated, and all classes can start their work at the first meeting of each group.

2. A revision of our mimeographed instructions to make our graduate

policies and procedures more explicit for use by faculty advisors, has aided our graduate office staff to process the increased enrollment with a minimum of irregularities. Furthermore, the use of more of our faculty as advisors has also contributed to the increased efficiency in advisement and counselling.

3. Most of the new civil service personnel and faculty members who have been added to the college staff in recent years have now gained through experience, both the knowledge of procedures and an interest in a smoothly functioning administrative process, so that there exists that high degree of cooperation so essential to efficiency where many duties necessarily overlap.

4. In this category of items it should be recorded that the recent policy innovation (in the matriculation of students) adding, in particular cases, from two to six semester hours to the minimum of thirty-two required for the M.A. to compensate for slight undergraduate deficiencies in a student's academic average, has had a surprisingly fine result in the incentive it has provided for this group to achieve something more than just an average good grade. Our willingness to review their records and reduce the added semester hours on the basis of the A's they may attain has had a most positive result in inducing the run-of-the-mill students to lighten their load and intensify their efforts to achieve their maximum potential in order to receive enough superior grades to eliminate some of those added originally.

F. Research and Theses

1. This last year the Research Study Committee under the leadership of Dr. Huber, Dean of the College, was reactivated. As a consequence of its deliberations our research requirements and courses were reviewed. The result was that some definite suggestions based on the experience of the various departments with their research courses were developed. The principal problem which the program seemed to have was the lack of a responsible person to coordinate the work of all the teachers engaged in giving Ed. 503, and to integrate the services of this course with the required departmental research seminars which it precedes. Dr. Orpha Lutz, Professor of Psychology, offered to accept this assignment and early progress has been reported, as a result of her leadership, with regard to meeting with all the teachers involved.

2. The difficult task of promoting a limited amount of high quality research study, where a program must be self-financing, continues to be one of our most challenging problems. It requires continuous review and periodic adjustments. For this reason the graduate division's administration has watched rather closely the operation of the research aspects of its programs.

G. Graduate Catalog Developments

1. Since a catalog is a most significant and important facility to the proper functioning of any graduate program, serious study has been given to the anticipated revision of this publication sometime early in 1962. Evidence of the attention devoted to the contemplated revision is contained in the Graduate Council's minutes for November 21, 1960. At this meeting of the Council approximately fourteen suggested changes were considered with general agreement reached on ten of them. Further changes in the contents of the catalog are now under consideration.

H. Special Graduate Tests

1. During this past year Dr. Lutz carried out a special Concept Mastery Test to determine the relative intellectual capacity of the students in the various Master's degree programs. As a result of her tentative findings the Graduate Council encouraged her to continue to secure more data based on this test so as to establish norms for our own students. The intention of this request is that in addition to many other possible uses of the information it might produce, it could become a requirement at some future date for all graduate students to take this examination as a part of our screening and counselling process.

I. Department of Foreign Languages: Credit Policy for Study Abroad.

1. The historic policy of the Language Department to grant up to sixteen semester hours of credit under certain conditions for study abroad was reexamined for clarification. It was pointed out and agreed that the present policy would permit the department to exercise its own discretionary judgment in granting from ten to not more than sixteen semester hours on the basis of departmental criteria used for this determination. It was further indicated that the eight semester hours which M.S.C. students may transfer from other colleges, with approval, is contained in the above sixteen. This would not allow any student receiving sixteen semester hours for study abroad to transfer eight more additional hours from an American college as part of the thirty-two.

J. Quantitation Trends in Applications and Matriculated Students for the M.A.

1. The total number of matriculated students has reached the highest point in the history of the M.A. program, a total of 646; last year it was 580. It is interesting to observe that the proportionally well-balanced enrollment between the Education and academic programs continues. Some evidence of the extent to which minimum eligibility requirements are enforced may be seen in the fact that of 294 applications processed, only 210 were matriculated; the others, who were refused matriculation, constituted 25% of the total. Of this 25%, 12% were rejected and 13% were placed on probation. A further detailed analysis of this year's enrollment statistics is made in Part II which follows.

MONTCLAIR STATE COLLEGE
GRADUATE DIVISION

STATISTICAL ANALYSIS OF MASTER'S DEGREE DATA FOR THE ACADEMIC YEAR 1960 - 1961 (September 1, 1960 thru August 31, 1961)

DEPARTMENTS	M.A. DEGREES GRANTED			MATRICULATED STUDENTS						APPLICATIONS PENDING		
				CURRENT								
	JUNE	AUG.	TOTAL	NEW	RE-INSTATED	CHANGED MAJOR	1959-60 TOTALS	1960-61 TOTALS	INACTIVE	Rejections	Probation	Misc.*
ADMINISTRATION and SUPERVISION	18	9	27	26	1	-	101	98	3	11	3	16
BUSINESS EDUCATION	3	2	5	5	1	2	53	46	5	3	1	3
ENGLISH	4	3	7	26	-	-	82	88	13 **	4	2	17
INDUSTRIAL ARTS	7	1	8	18	-	-	34	44	-	2	3	9
LANGUAGES	2	2	4	3	-	-	7	8	-	2	-	1
MATHEMATICS	6	2	8	40	2	-	62	88	8 ***	3	6	15
PERSONNEL AND GUIDANCE	16	10	26	27	-	-	79	82	2	5	10	45
SCIENCE	9	4	13	20	-	-	60	63	4	3	12	13
SOCIAL STUDIES	3	3	6	36	1	-	88	108	9	8	4	13
SPEECH	1	3	4	9	-	-	14	21	-	-	2	8
TOTALS	69	39	108	210	5	2	580	646	44 ****	41	43	140

* Misc. consists of applications awaiting transcripts, acquisition of experience, awaiting interviews, or request for action by the applicants.

** Two students suspended because of low grades

*** Five students suspended (two re-instated) - plagiarism

**** Thirty-two students exceeded the 5-year limit; one student withdrew voluntarily

II. STATISTICAL ANALYSIS OF TRENDS (B)

A. Some Implications and Interpretations of the Data in the Preceding Table

1. A total of 108 Master's degrees were granted in the year of 1961. A comparison of this total with those since 1949 follows: (Based on June and August graduations)

YEAR	NUMBER OF DEGREES GRANTED
1949	100
1950	137
1951	129
1952	120
1953	106
1954	98
1955	130
1956	131
1957	111
1958	104
1959	125
1960	132
1961	108

Incidentally, the total number of Master's degrees granted since the inception of the graduate program (1933 to 1961) is exactly 2,300.

2. a) The decrease in the total number of degrees granted this year is chiefly in the areas of Science and Mathematics due to the fact that a large number of students under the Dreyfus Fund grants finished their work last year, which was one of the peak years from 1949 to 1961. Somewhat of an abnormal decline also took place in Social Studies due to special problems involved in servicing the requirement of the research essay for graduate students in that program. (From an average of 11-14 this dropped to 6).

b) It may be significant to point out, too, the marked decline in the number of students completing their work in the summer session. In August, 1959, there were 64 M.A. graduates; in August, 1960, the number was 71, and this past August there were only 39. Perhaps the explanation lies in the efforts of Department Chairmen to encourage June graduation and discourage those who might prefer to finish in the summer. One reason for this action is that the faculty is not happy over the demand by the registrar that grades for the graduate students be turned in early in the fifth week of the session. There is difficulty, too, with a limited summer session's faculty in giving comprehensive examinations.

3. The total number of matriculated students this year (646) is indicated in the following table and is one of the largest in the history of the graduate program. (The largest number was in 1952-1953, a peak post war year when 688 students were matriculated, many of whom were returned veterans).

1956 - 453
1957 - 489
1958 - 606
1959 - 555
1960 - 580
1961 - 646

One explanation of the increase which is somewhat above the trend expected is due to the policy established several years ago that caused matriculations to be deferred until certification students had become eligible to teach in New Jersey. Furthermore, the policy of placing students with "borderline" averages on probation has somewhat increased current matriculations since many with provisional acceptance have asserted the scholastic effort essential to whatever requirement was made a condition for their formal acceptance.

4. The effectiveness of our screening procedures to reject those with undergraduate averages below "good" may be observed in the fact that 41 were rejected, and 43 were placed on probation, out of a total of 871 applying for admission. This constitutes about 25% being refused matriculation; of this, 12% were rejections and 13% were placed on probation.

5. The trend in "new" matriculations has shown a marked increase from 163 last year to 210 this year. Perhaps the chief explanation of this may be that the graduate program office personnel made a special effort to process as many applications as possible after summer school and through the month of August. This additional effort was facilitated by the additional time permitted the Chairman of the Graduate Council who has this task as one of his responsibilities. As a result, instead of 222 applications pending on August 31, 1960, there were only 141 awaiting action this year. Many of these were incomplete and others required conferences with advisors who would not be present until college reconvened in September.

6. There have been no marked program shifts as to trends in size of any particular one with the exception that the increase in Social Studies this year did permit it to supercede Administration and Supervision as the program with the largest number of students. An increase of 26 in Mathematics shows the effect of the new National Science Foundation M.A. in that area. It is encouraging to observe that the largest Education major contains only about 15% of the total of all matriculated students, and would be less than 10% if some of the academic areas, such as Music, Fine Arts, Physical Education, etc., had Master's degree programs.

7. In terms of total growth, figures including all applications pending, students on probation, and those matriculated for 1960, the total was 854, and this year the total is 830. However, this year 44 were assigned to an inactive status as compared to 26 in 1960 and 41 were rejected in 1961 as compared to only 31 last year. Consequently, the increased trend in Master's degree study noted last year still continues.

8. There were significantly fewer students changing their status this year compared to last. In 1960, 13 changed their majors and 7 were re-instated; thisyear (1961) only 2 changed majors, with 5 being re-instated. However 44 were placed in the inactive files this year compared to 26 last year. This change may be explained in part by the dismissal of 5 students guilty of gross irregularities and also by an increase in the number of those whose five-year limit expired. This was a trend to be expected since with a larger number of students matriculated over the last ten years a greater number will have to be placed in the inactive file even though the percentage remains the same.

C. Relevant Quantitative Data in the Part-Time and Extension Division Report.

Further statistical information of a closely related nature, such as size of classes, off-campus courses, etc., will be found in the extensive Annual Report of the Director of the Part-Time and Extension Division. Some of this information will supplement the statistics and report of the graduate degree program, and will indicate the close relationship and logical overlapping which there is between these two parts of the Graduate Division.

III. SITUATIONS, PROBLEMS AND RECOMMENDATIONS.

A. Graduate Division's Financing and Policies resulting therefrom.

1. Whatever challenging problems exist with respect to the size and continuance of classes scheduled to be given, could be very easily solved if the State of New Jersey would be willing to appropriate some State monies to supplement additional student receipts received from a reasonable increase in graduate division fees, especially for the Master's degree and six-year people. Should such additional revenue not be forthcoming, then serious study ought to be given to the manner in which the 3/2 semester hour credit is allocated as part of a faculty member's regular teaching load. There is a strong feeling that funds spent for this purpose have not increased the quality of graduate instruction over what it has been in the past, as had been anticipated. In fact in some instances it has simply provided additional time for some of the faculty engaged in graduate work to pursue outside revenue producing activities. Therefore, some attempt should be made to develop a formula for the allocation of the total semester hours available for graduate instruction so as to permit the college to receive faculty services to a greater degree than at present and of an improved quality. For instance, for the 3/2 regular load credit priority could be given to: 1) Research courses and Research Seminars; 2) classes going above, on occasion, the optimum of 30; and 3) development of new courses. It might also be required that all graduate program faculty fill out a "Statement of Availability" indicating what their total responsibilities are. While we may not be able to prohibit "moonlighting" etc., it would be possible to refuse to use the people for graduate instruction, so as not to contribute further to their overloading.

B. The problem of student utilization of "electives."

1. There continues a tendency for students to avoid diversification of their course choices by selecting their electives in departments other than their area of specialization. This is explained in part by the fact that some teachers in the major areas expect as much of these students as they do of those specializing in a subject matter program. Furthermore, advisors, on occasion, discourage their advisees from electing courses in other departments if it so happens - and it does - that the major departments' offerings need additional enrollments to forestall courses being cancelled. One of our sister state colleges has met this problem of desirable diversifications by requiring that at least "8 semester hours be in the non-major field". We prefer to accomplish program enrichment through continued persuasion.

C. The Record-keeping Organization for Graduate Studies.

1. The most disturbing situation in our graduate organizational framework is found in the state of our graduate students' records which contain their grades and are located in the registrar's office. The turnover in clerk personnel there, and the diffusion of responsibility as to record keeping since they are not clearly defined and quite naturally involve some overlapping, have created a situation that makes it impossible for us to be sure that a student's graduate record card is accurate. Furthermore, a re-assembling of all of the records some time ago, to make it easy to find a card for photostatic requests has made it impossible for those of us who wish to evaluate a matriculated graduate student's progress to carry out this responsibility, under the present filing system, without going through all the record cards of all people who ever took work in the Part-Time and Extension Division.

2. It is urgent that a highly competent clerk be assigned to the task of graduate record keeping so as to be able to guarantee the accuracy of records themselves and keep them from being as open to the general public as they are at the present time.

D. Registration Procedure

1. The priority system of registration continues to operate effectively even though some adjustments as to the time when certain groups enroll for courses will have to be made. Late registration procedure is still a challenging matter and it seems necessary to require all advisors to be available to students in one place - perhaps the Library Annex rather than in offices located all over the campus. Perhaps we are ready to give serious thought to a systematized form permitting self registration with final approval by a registration staff member. At least this could very well be worked out for some departments whose programs are such as to make matriculation for most of the eligible students (to be determined by the graduate office) a mere formality. This incidentally could mean a saving in our funds by reducing the semester hours allocated to graduate advisors.

2. An examination of past Annual Reports of the Chairman of the Graduate Council incidates the continuing desirability of requiring that a transcript of previous college work be on file for all students permitted to enroll for graduate courses. This is done at present only for those applying for matriculation for the M.A. degree. Some attempt was made for a while to establish this requirement for certification students by Dr. Lange, Director of Certification. However, without adequate personnel to organize a file for this purpose, he had to abandon the idea. This task could well be handled for the non-M.A. matriculants by a full time graduate record clerk in the registrar's office, if she were not expected to service the undergraduate division at the same time.

E. The Foreign Student Matriculated for the M.A.

1. It has been our experience that in general most of the foreign students accepted for graduate work face such problems created by language, an unfamiliar system of higher education, and the lack of adequate financial resources as to make their continued acceptance here for the M.A. most questionable. We are not in a position to give these students the individualized attention they need, especially with respect to English language orientation. The result has been an accommodation in our standards to meet their

their needs and qualifications. It is distressing, too, to discover that when they graduate, instead of being anxious to return to the home country to make their contribution to their nation's cultural development, many of them have become so "Americanized" as to attempt to remain here - or at least prolong their stay by continuing graduate studies at another college or university.

F. Academic Standards and Disciplinary Action

1. While a most unfortunate instance of plagiarism in the Department of Mathematics came to the attention of the administration, the manner in which it was considered and disposed of was judicious and in accordance with good procedure; in fact, it was handled in such a way that even the students involved were not only impressed by the deep concern which the faculty expressed with regard to the seriousness of the matter, but also appreciated the way in which there was a conscientious attempt to discern degrees of responsibility for the act by the five students, and on this basis to determine the final action to be taken on an individual basis.

2. In contrast to the procedure accorded those involved in the above case, the manner in which a small group of faculty members in another department attempted in a somewhat arbitrary manner to take action of a major disciplinary nature, involving the academic rights and privileges of a student awarded the Master's degree, which action was entirely without the knowledge of the administration, was most improper. Fortunately, but inadvertently, the incident did come to the attention of the President of the college (in the absence of the Dean), who was able to dispose of it, in accordance with the authority and responsibility he has in such cases, and in such a way as to protect the name and scholastic standing of the student involved. Faculty members should be made to realize that all major disciplinary action cases must promptly be brought to the attention of the Dean of the College for consideration and action by him and/or the college President.

Incidentally, but related to the above incidents, was the dissatisfaction expressed with regard to the quality of the teaching in certain of the state colleges' Part-Time and Extension's offerings - in fact, one of the complaints involved our own staff. In view of the Commissioner's concern about the calibre of our classroom instruction for mature students, it appears advisable to have a more adequate system of supervision for the evening division than has existed previously.

Since, however, teaching is an art, the criteria of effectiveness is difficult to establish and apply. Therefore, only our best, seasoned and dedicated faculty personnel should be invited to become members of the graduate faculty.

The possibility of classroom visitation, even for our oldest faculty, should not be resented but ought to be accepted as a desirable procedure in a college growing as is ours, and with new personnel whose qualities can only be determined by the actual observance of their performance.

G. Summer Commencement Exercises

1. There appears to be a growing degree of concern about the desirability of granting degrees in August, since it involves turning in final grades during the fifth week of a short session. This, in turn, necessitates early final exams for some graduating students, and as a result it is alleged it has the effect of lowering academic standards.

Since this graduation practice was established originally as an expedient to accommodate our veterans whose work was disrupted by service in the armed forces, (and is expensive) comes at a time when many of the regular faculty are on vacation, throwing the burden of all arrangements on the graduate office, and in view of the effect is has on academic standards, perhaps the holding of this commencement, as impressive and desirable as it may be, should be re-examined.

H. Additional Master's Degrees

1. To meet the increasing demands for graduate work in those major areas not at present offering M.A. programs and with respect to which the enrollments, on a self-financing basis with 3/2 teaching load assignments, would make it almost impossible to guarantee class offerings, it would appear desirable to proceed realistically by offering another advanced Education program based on the subject matter supervisor's certification relating to the qualification associated with those teachers who become department chairmen.

Since this program framework contemplated could have more flexibility as to the credit hours required for the area of specialization from 10 to 18, it would be possible through a limited number of departmental offerings each semester and summer session to permit students to do the work for the M.A. within a three year period, at which time they would be eligible for a permanent certificate.

To further facilitate the completion of their work, just in case department courses are cancelled, it should be made possible that up to 8 semester hours of credit in the major area may be accepted from other outstanding accredited colleges - provided that authorization to take such work is approved in advance.

I. Transfer of Credit

1. Some years ago an understanding was reached by the Presidents of the State Teachers Colleges meeting under the direction of the Assistant State Commissioner of Education with Dr. Meder of Rutgers in attendance, which allowed the State colleges and Rutgers to accept up to 8 semester hours as transfer credit when offered by graduates of those institutions and approved by the receiving institution.

This policy or practice has been carried out over the years. However, last June in a conference at Rutgers at which Dr. Rosebrock was present, Dean Meder indicated that the faculty at Rutgers had changed its policy with respect to the previously existing transfer of credit and no longer accepts these credits.

Perhaps we should re-examine our own policy in the light of the action at Rutgers and re-adopt the transfer policy of our college in the early days of graduate work, that "up to 8 semester hours may be accepted from any outstanding accredited institution" (see Graduate catalog, 1947). Several of our sister State colleges have this transfer credit rule with acceptable courses being those which will enrich and strengthen the student's work offered for the M.A.

J. Master's Degree Program Personnel

1. Status of the Secretary

The recommendation made last year with respect to the desirability of upgrading the position of the person acting as secretary for this area of the Graduate Division is reiterated. In anticipation of the reclassification of this position, a detailed study of the duties and responsibilities associated with the job were made. It is quite surprising how, of necessity, the services to be rendered at present by anyone anxious to function efficiently has changed from those ordinarily associated with the status of senior clerk stenographer, have become those associated with one who is more an individual with administrative status. It is gratifying to learn, therefore, the possibility of increasing the status of Mrs. Metz, our present office secretary, had been entered in the 1961-62 Budget. In addition to performing her duties in an excellent manner, it is done in a most professional way and in accordance with the knowledge and understanding which only long experience as a State of New Jersey employee, a considerable amount of which has been in her present position in the graduate office, can effect.

In passing, it should be stated that the personnel staff in the graduate office associated with separate, but related, services, are required to possess personal qualities and technical information concerned with policies, administrative procedure, and rules and regulations, which can only be acquired with experience on the job, and which require qualifications much above those ordinarily characterizing the position of a civil service clerk.

2. Chairman of the Graduate Council

The recommendation of President Martin's committee that this position be entered in the Budget as a full time position on a year-round basis with the rank of Professor, and to allow or require some teaching as part of the load is a recommendation which deserves support. One of the most significant aspects of this proposal is that which recognizes that the Chairman's services are required the year around and not merely when college is in session. This is in line with recent administrative jobs created for other college positions on a twelve month assignment.

This year our college recognized the need for some pre- and post summer session services from the Chairman of the Graduate Council and compensated him in part with an honorarium for carrying out his functions to a limited degree during June and August.

K. Relation of Graduate Program to Part-Time and Extension Division Report

1. In the Annual Report for 1960-61 prepared by the Director of Field Services, several pertinent recommendations are made which refer to the close relationship of that division and the Graduate Division. This relationship exists because the Director of Field Services, in charge of the Part-Time and Extension Division has the responsibility of implementing the Master's degree programs supervised by the Graduate Council.

His very complete report including both qualitative recommendations as well as quantitative statistics contained many implications and suggestions directly relating to the Master's degree work in the Graduate Division.

John J. Rellahan

JOHN J. RELLAHAN
Chairman, Graduate Council.

Montclair State College

Part-Time and Extension Division

Report to the President
Academic Year
1960 - 1961

General Statement

This report was prepared in four parts. The first typewritten section serves as a summary of the other three mimeographed sections. Each of the other three sections deal respectively with the 1960 Summer Session, the 1960 Fall semester, and the 1961 Spring semester. Specific comments related to these sections will be found on pages 6, 7 and 8 of the 1960 Summer Session report, pages 5 and 6 of the 1960 Fall semester report, and on page 5 of the 1961 Spring semester report.

Enrollment Statistics

	Summer		Fall		Spring	
	Individuals	Equated	Individuals	Equated	Individuals	Equated
1955-56	564	194	617	161	662	156
1956-57	579	185	702	179.5	799	199.3
1957-58	653	206.3	782	194.5	880	218
1958-59	710	240.9	1064	255.1	1175	258
1959-60	936	293.9	1137	259.4	1235	269.75
1960-61	1130	352.8	1264	285.8	1273	269.96
1961-62	1158	354.7	*1300	*290	*1350	*300
1962-63	*1200	*375				

The above equated figures were based on the total semester hours divided by 16 - These are figures required for budget purposes

*Estimates

In addition to the above graduate and undergraduate students enrolled in courses offered through this Division, there were several activities sponsored for elementary and secondary school pupils. Enrollments were as follows:

	1960 Summer	1960 Fall	1961 Spring
Reading Improvement Laboratory	12	28	30
Speech Clinic	60		
Dramatic Production Workshop	10		
Art Programs - Elementary	7		
Secondary	6		
Day Camp	155 camper-weeks		

Finances

The programs offered continued to operate on a self-sustaining basis. By maintaining an average of 22 students in all courses offered, this Division was able to maintain an income from tuition and other fees equal to the expenditures provided in the annual budget.

Youth activities were also operated on a self-supporting basis.

As additional full-time administrative and faculty personnel are added, it will become more difficult to maintain a balanced budget. Additional support for this Division will have to come from state revenues or an increase in tuition fees.

Registration Procedures

The priority plan for registration put into effect last year was continued during this fiscal year. Some improvements were made. The system appears adequate for the present enrollment and could function until the number of individuals enrolled reaches approximately 2000. In the meantime a plan should be formulated to allow for advance-mail registration. This plan will require additional personnel and should not be attempted before personnel is provided.

G.E.D. Tests

This program provides for a series of tests for drop-outs from secondary schools and for persons who wish to obtain a high school equivalency diploma. The program is administered through the Division of Higher Education, State Department of Education and nine official testing centers. Montclair State College was designated as a testing center on July 1, 1960. Tests were administered in November 1960, January, March and June 1961. All records are kept in the Field Services office, and this Division is completely responsible for the administration of these particular tests. Proctors are employed and payment for these services is made through the State Department of Education. More than 1,000 persons were tested during the 1960-61 fiscal year.

Meetings of the Directors of Field Service

Directors from the six State Colleges held one meeting during this year. The meeting was called by the Presidents' Council and was held at Trenton State College. It is recommended that the Directors meet more often at regularly scheduled meetings.

Mr. Ambry represented Montclair State College at the National meeting of the Association of Field Service Directors held in Lincoln, Nebraska in May 1961. He served on the Executive Board and as Membership Chairman for this National organization during 1960-61. During 1961-62 he will serve as Vice-President, and it is anticipated that he will serve as President during 1962-63. If this plan materializes, the annual meeting of this organization will be held on the Montclair campus in May 1963.

Student Counseling

Improvement was made in counseling services by this Division requesting faculty members to post evening and late afternoon office hours. A schedule of these hours was prepared and distributed to students. Many favorable comments were made by students. It is recommended that this plan be continued.

Industrial Arts Bachelor of Arts Degree Program

During this year, plans were formulated for a program jointly sponsored by this College and Paterson State College. Twenty students were admitted, work programs were drawn up and distributed, and the program was launched. In June, an administrative decision was made which transferred the admission of these part-Time students to the Admissions Office. In the future, students will be admitted through the Admissions Office, and the Division of Field Services will be responsible for maintaining counseling services and for providing a sufficient number of courses so that students may complete their programs of study in a reasonable period of time. Mr. MacVane has been designated as counselor for these students and will maintain their files after they have been admitted.

Personnel

Edward J. Ambry	Director
Robert MacVane	Assistant Director (as of July 1, 1961)
Rose Metz	Sr. Clerk-Stenographer (½ time) (½ time Graduate Division)
Catherine Atkinson	Sr. Clerk-Stenographer
Maxine Bullard	Sr. Clerk-Stenographer
Jacqueline Pescatore Clark	Sr. Clerk-Stenographer (part-time)
Barbara Osborn	Sr. Clerk-Stenographer (recorder-Field Service Division-Registrar's Office)

Office Space

During this year, the space provided was divided by partitions, and several improvements were made. In the very near future, additional office space in College Hall must be secured for the operations of the Field Services Division.

Leave-of-Absence

Early in the Spring 1961, Mr. Ambry requested permission to take a leave of absence for the academic year 1961-62. This request was approved by the State Board of Education. Plans were made to have Mr. Raymond Lewin serve as Acting Director during this period. A statement of responsibilities and a fifty-two week calendar of events was prepared for Mr. Lewin, in order to provide a smooth transition from one Director to another. Mr. Ambry's leave terminates on August 20, 1962.

Respectfully submitted,

Edward J. Ambry
Director, Field Services

EJA:mrb 10/9/61

MONTCLAIR STATE COLLEGE

PART-TIME AND EXTENSION DIVISION

REPORT AND COMPARISON OF ENROLLMENTS FOR SPRING 1961 WITH SPRING 1960

	Spring 1961	Spring 1960
IVIDUAL STUDENTS		
Number individual students enrolled	1273	1235
Number enrolled in Fall (1960) semester	1264	1137
Gross total enrolled for academic year 1960-61	2537	2372
Number of students appearing in both semesters	680	616
Net Total enrolled for academic year	1857	1756
-Campus Students		
Part-Time Students (fewer than 12 s.h.)	1263	1211
Full-Time Students (12 or more s.h.)	10	12
Total On-Campus Students	1273	1223
ension Students (exclusively Off-Campus)		12
Total individual students enrolled	1273	1235
SSIFICATION OF STUDENTS ENROLLED		
Graduate Students	1161	1158
Senior-Graduates	21	11
Total taking work for graduate credit	1182	1169
Undergraduate Students	91	66
Total Graduate & Undergraduate students	1273	1235
RSES GIVEN		
Part-Time (On-Campus and Field Trip)	71	78
Extension (Off Campus)		1
Total courses given	71	79
Total sections of courses	73	85
Daytime (Regular Undergraduate college courses)	43	56

Final Report for the 1961 Spring Semester - 2	Spring 1961	Spring 1960
REGISTRATIONS IN COURSES GIVEN (Excluding Daytime Students)		
Part-Time Courses	1837	1861
Daytime Courses (including Student Teaching)	72	73
Extension Courses		12
Total registrations in courses	1909	1946
Average number courses taken per student	1.5	1.58
Average number registrations per section of courses offered (Part-Time & Extension, excluding Daytime)	26.15	22.9
SEMESTER HOURS LOAD		
Total number semester hours taken by all students	4319.5	4316
Average number semester hours taken per student	3.39	3.49
WEIGHTED ENROLLMENT (Total s.h. ÷ 16)		
Equivalent number of Full-Time students enrolled	269.96	269.75

Note: (4319.5 ÷ 15 = 287.96   4319.5 ÷ 14 = 308.53)

SEMESTER HOURS TAKEN BY STUDENTS

	Number of Students	Semester Hours	Total Semester Hours Taken
	4	0*	0
	571	2	1142
	123	3	369
	365	4	1460
	70	5	350
	93	6	558
	20	7	140
	10	8	80
	1	9	9
	2	10	20
	4	11	44
	4	12	48
	1	13	13
	3	14	42
	1	15	15
	1	17½	17½
Totals:	1273		4319½

DISTRIBUTION	Men	Women	Total
Graduate Students	791	385	1176
Undergraduate Students	56	41	97
Total enrolled	847	426	1273

*Students enrolled for Student Teaching only

FOREIGN STUDENTS IN THIS DIVISION OF THE COLLEGE

Freiberger, Erika	(Austria)
Koumoulides, John	(Greece)
Tran Thi, Xuan An	(Vietnam)

FINAL REGISTRATIONS (ON CAMPUS) LATE AFTERNOON, EVENING AND SATURDAY COURSES

				Number of Students	
Dept.	Course No.	Name of Course	Instructor	Part-Time and Ext.	Day-time
Bus Ed	A401AX	Mats & Meths Tchg Gen Bus	Mrs. Houghton	31	
Bus Ed	A504	Adm & Super Bus Ed	Dr. Freeman	17	
Bus Ed	A520C	Imp of Instr Bus Ed: Sec	Dr. Van Derveer	19	
Bus Ed	A540	Auditing	Dr. Froehlich	Cancelled	
Educ	A201	Human Devel & Behav I	Mr. Harmon	30	
Educ	A202	Human Devel & Behav II	Dr. Brower	20	1
Educ	A303	Tcher in School & Comm	Mr. Lewin	38	
Educ	A304	Prin & Tech of Sec Educ	Mr. Lewin	41	
Educ	A401	Devel of Educ Thought	Dr. Nagy	33	
Educ	A408	Selec & Util of A-V Mats	Mr. Sheft	42	
Educ	A410	Teaching Mts Workshop	Mr. Dunavan	42	
Educ	A440	Camping & Outdoor Educ	Mr. Schmidt	17	
Educ	A491	Meas & Eval Tchg & Learn	Dr. Seidman	18	
Educ	A500B	Adv Educ Psychology	Dr. Seidman	33	
Educ	A500D	School Adm I: Fnct & Org.	Dr. Morehead	42	
Educ	A500F	School Adm III: Comm Rel	Dr. Atkinson	20	
Educ	A503	Meth & Instr Research	Dr. Lutz	32	
Educ	A503	Meth & Instr Research	Dr. Froehlich	24	
Educ	A504B	Sem in Curr Organ	Dr. Peckham	11	
Educ	A505	Org & Adm Ex-Curr Activ	Dr. Morehead	33	
Educ	A506	School Law	Dr. Morehead	41	
Educ	A508	Super of Instr Sec School	Mr. Willard	36	
Educ	A521B	Psych Tests Guid Prog	Dr. Davis	28	
Educ	A534	Comm Resources Guid	Dr. Hauer	48	
Educ	A538	Group Guid & Couns Activ	Miss Gallagher	49	
Educ	A548	Curr Constr in Elem School	Mr. Lewin	28	
Educ	A551	Prin & Tech of Guidance	Dr. Runden	39	
Educ	A551	Prin & Tech of Guidance	Dr. Gelfond	37	
Educ	A553	Core-Curr & L-Adj Prog H.S.	Mr. Salt	42	
Educ	A556	Prin Read Impr Sec Sch	Mr. Buchner	25	
	Includes 2 students registered in Eng 430-Reading in Sec School				
Educ	A559	Wkshp Corr & Rem Read S. S.	Mrs. Kutash	10	
Educ	A601C	Wkshp Ed: Underst Youth	Dr. Walter	7	
Educ	A602	Seminar in Guidance	Dr. Davis	22	
	Includes 2 students registered in Educ A529X-Field Work in Guid				
Educ	A603	Prin & Prac Research	Dr. Walter	Cancelled	

FINAL REGISTRATIONS (ON CAMPUS) LATEAFTERNOON, EVENING AND SATURDAY CLASSES

				Number of Students	
Dept.	Course No.	Name of Course	Instructor	Part-Time and Ext.	Day Time
Eng	A401X	Meth Tchg Eng Sec School	Mr. Hamilton	40	
Eng	A406	The Modern Novel	Mr. Conrad	35	
Eng	A507	Critical Writing	Mr. Roberts	20	
Eng	A539	Theater and Society	Dr. Bohn	35	
Fine Arts	A403A & B	Print Making I and II	Mr. Vernacchia	17	
Fine Arts	A480A & B	Textile Lab I and II	Miss Lockwood	20	
Geog	A414B	Advanced Econ Geog	Mr. Kelland	17	
Hlth Ed	A401	Meth & Mat Health Educ	Dr. Redd	12	
Hlth Ed	A408	Driver Education	Dr. Coder	23	
Hlth Ed	A411	School Health Services	Dr. Tews	39	
Home Ec	A401X	Meth Tchg Home Ec	Dr. Page	18	
Ind Arts	A201 A&B	Wood & Crafts I and II	Dr. Duffy	24	
Ind Arts	A301A	Wood & Crafts III	Dr. Duffy	Cancelled	
Ind Arts	A202A & B) A303)	Metals & Power I, II & III	Mr. Sredl	21	
Ind Arts	A504	Res & Exper I. A. Educ	Dr. Earl	16	
Ind Arts	A511	Super of Ind Arts	Dr. Duffy	13	
Latin	A304	Lat Lit for High School	Dr. Bock	8	
Lang	A408	Intro to Lang Lab	Miss Fantone	19	
French	A421	Lab Mats for French	Dr. Szklarczyk	9	
Span	A506	Span-Amer Novel	Dr. Rivera	10	
Math	A400	Educational Statistics	Mr. Humphreys	22	2
Math	A401X	Tchg Math Sec School	Miss Kearney	23	
Math	A507	Tchg General Math	Dr. Sobel	33	
Math	A508	Found Geometry	Dr. Schumaker	22	
Math	A513	Computer Programming	Mr. Leeson	16	
Math	A522X	Intro to Prob & Statistics	Mr. Clifford	24	
Math	A552	Math of Phys Science	Dr. Pettofrezzo	23	
Biol	A501X	Tchg Biol in Sec School	Miss Cunningham	26	
Science	A410B	Jr. High Sch Sci Dem II	Mr. Placek	24	
Science	A505	Sci Sem Jr. & St. H.S.	Dr. Allen	15	
Chem	A508	Adv Org Chem-Biochem	Dr. Gawley	24	
Soc Stud	A401X	Tchg Soc St in Sec Sch	Dr. Moffatt	43	
Soc Stud	A425X	Medieval Civilization	Dr. Barker	16	
Soc Stud	A442X	The Far East	Dr. Fersh	33	
Soc Stud	A446	Curr Probs Econ & Govt	Dr. Rellahan	28	
Soc Stud	A467	Florida	Mr. Bye	16	
Soc Stud	A480	Soc Hist of U.S.	Mr. Cohen	27	
Soc Stud	A492B	Stud in Amer Life - West	Mr. Bye	31	
Soc Stud	A513	Educ & Intercultural Rel	Mr. Chambers	Cancelled	
Soc Stud	A518	Rec Trends Amer Hist	Mr. Alloway	16	
Speech	A462	Group Disc & Ldrship	Mr. Moll	10	1
Speech	E532	Prac in Speech Rehab	Dr. Scholl	Cancelled	
Speech	A592 & A593	Areas & Tech Res Sp & Dram) " " " Sp&Hr Rehab)	Dr. Scholl	10	
				1833	4

NOTES AND OBSERVATIONS

1. Enrollment percentage increase data

Spring	Individuals Enrolled	% Increase Over Previous Years
1961	1273	3.0%
1960	1235	5.1%
1959	1175	33.5%
1958	880	10.1%

Enrollment appears to be leveling off. One factor affecting this is that several courses are now operating on a full-year basis and enrollments appear in the Fall 1960 report and are not reflected in the enrollment figures shown here. Fifty-eight students were enrolled in the Fall on this basis. If this number is added to the Spring enrollment figure, the total would be 1331 students. In addition, four undergraduate daytime students attended classes operated in the late afternoon or evening. The enrollment in this semester represents the largest number of students ever enrolled in the Part-Time and Extension Division.

2. Class sections sizes were as follows:

Size	No. of Sections	Size	No. of sections
1-10	7	31-40	16
11-20	20	41-50	9
21-30	20	50-Over	0

The average number of registrations per class section was 26.15. This average allowed us to operate the seven sections with enrollments fewer than 10, and provided adequate finances to cover all financial obligations.

3. Courses were assigned as follows:

Total No. of sections	Total s.h.	Assigned on reg. load	Assigned as over-load	Assigned to reg. faculty	Assigned to visiting fac.
72	164	*33	*38	64	8

* These figures do not total 72 since several faculty carried courses partially on-load and partially over-load.

4. During this semester, a decision was made to employ an Assistant Director, Field Services. Candidates were interviewed, one was selected, and a nomination was submitted to the State Department of Education for approval.

EJA:mrb 4/61

TRENTON STATE COLLEGE

GRADUATE DIVISION
PART-TIME AND EXTENSION DIVISION

REPORT AND COMPARISON OF ENROLLMENTS FOR FALL 1960 WITH FALL 1959

	FALL 1960	FALL 1959
INDIVIDUAL STUDENTS		
Number Individual Students enrolled	1264	1137
On-Campus Students:		
Part-Time Students (Fewer than 12 s.h.)	1219	1037
Full-Time Students (12 or more s.h.)	9	17
Total On-Campus Students	1228	1104
Extension Students (exclusively off-campus)	36	33
Total Individual Students Enrolled	1264	1137
CLASSIFICATION OF STUDENTS ENROLLED		
Graduate Students	1189	1087
Senior Graduates	2	0
Total taking work for Graduate Credit	1191	1087
Undergraduate Students enrolled	73	50
Total Graduate and Undergraduate Students	1264	1137
COURSES GIVEN		
Part-Time (On-Campus and Field Trip)	76	76
Extension (Off-Campus)	1	2
Total Courses Given	77	78
Total Sections of Courses	81	83
Daytime (Regular Undergraduate College courses including Student Teaching)	[illegible]	46
REGISTRATIONS IN COURSES GIVEN (excluding Daytime students)		
Part-Time courses	1943	1758
Extension courses (Off-Campus)	36	33
Daytime courses	33	68
Total Registrations in all courses	2012	1859
Average number courses taken per student	1.6	1.57
Average number Registrations per section of courses offered (Part-Time and Extension - excluding Daytime)	24.7	21.5

REPORT AND COMPARISON OF ENROLLMENTS FOR FALL 1960 WITH FALL 1959 - 2

	Fall 1960	Fall 1959
SEMESTER HOURS LOAD		
Total number semester hours taken by all students	4573	4151
Average number semester hours taken per student	3.6	3.65
WEIGHTED SCORE - Equivalent number of full-time students enrolled		
Total semester hours divided by 16	285.8	259.4
Total semester hours divided by 15	304.9	276.7
Total semester hours divided by 14	326.6	296.5

(This information is furnished to supply figures for State Department of Education questionnaires when the divisor is different from that used at Montclair State College.)

SEMESTER HOURS TAKEN BY STUDENTS

Number of Students	Semester Hours	Total Semester Hours Taken
481	2	962
174	3	522
307	4	1228
79	5	395
185	6	1110
11	7	77
9	8	72
4	9	36
5	10	50
5	12	60
1	13	13
1	15	15
1	16	16
1	17	17
1264	(Total S.H. Taken)	4573

DISTRIBUTION - (Graduate and Undergraduate - Men and Women)

Graduate Students	Men	758	Women	433	Total	1191
Undergraduate Students	Men	44	Women	29	Total	73
	Total Students Enrolled					1264

FOREIGN STUDENTS IN THIS DIVISION OF THE COLLEGE

Abdul-Haqq, Florine
Freiberger, Erika
Hsu, Waylia
Koumculides, John
Xuan An, Tran thi

REPORT AND COMPARISON OF ENROLLMENTS FOR FALL 1960 WITH FALL 1959 - [illegible]

REGISTRATIONS - (On-Campus) Afternoon, Evening and Saturday Courses

				No. of Students
BusEd	A401B	Meth of Tch Bkkp & Acctg	Mrs. Houghton	17
BusEd	A501B	Res Sem in Bus Ed	Dr. Froehlich	11
BusEd	A502	Prin & Probs of Bus Ed	CANCELLED	
BusEd	A520A	Imp Instr Bus Ed: Gen Bus	Mr. Sheppard	15
Educ	A201	Hum Dev & Behav I	Mr. Harmon	41
Educ	A202	Hum Dev & Behav II	Mr. King	45
Educ	A303	Tch in School & Comm	Dr. Runden	19
Educ	A304	Prin & Tech Sec Educ	Mr. Lewin	42
Educ	A304	Prin & Tech Sec Educ	Mr. Salt	37
Educ	A401	Dev of Educ Thought	Mr. Lewin	48
Educ	A406	Educ Sociology	Dr. Peckham	24
Educ	A408	Selec & Util of A-V mats	Miss Fantone	27
Educ	A409	Radio & Sd Equip in Clrm	Mr. Sheft	16
Educ	A500A	Basic Educ Trends	Dr. Walter	28
Educ	A500C	Rec Trends in Sec Sch Meth	Mr. Lewin	24
Educ	A500D	Sch Adm I: Funcs & Org	Dr. Morehead	47
Educ	A500F	Sch Adm III: Com Rel	Dr. Atkinson	35
Educ	A502	Org & Adm of High Sch	Dr. Peckham	15
Educ	A503	Meth & Instr of Research	Dr. Lutz	26
Educ	A503	Meth & Instr of Research	Dr. Walter	23
Educ	A504A	Curr Construc in Sec Sch	Mr. Salt	39
Educ	A505	Org & Admin of Ex-Cur Act	Mr. Lewin	22
Educ	A507	School Finance	Dr. Morehead	23
Educ	A520	Princ Mental Hygiene	Dr. Brower	28
Educ	A521A	Ed & Psych Meas in Guid	Dr. Seidman	45
Educ	A535	Vocational Guidance	Dr. Davis	34
Educ	A536	Educational Guidance	Miss Gallagher	36
Educ	A539	Elem Sch Guid Serv	Dr. Davis	43
Educ	A551	Prin & Tech of Guid	Dr. Davis	55
Educ	A552	Jr. College Curriculum	CANCELLED	
Educ	A554A	Psych & Ed of Excep Children	Dr. Hauer	44
Educ	A557	Tech of Improv Read Abil	Mr. Buchner	32
Educ	A558	Cor & Remed Read in Sec Sch	Mrs. Kutash	12
Eng	A452	Five Great Books	Dr. Young	13
Eng	A514	Orig & Dev Arthur Leg	Dr. Krauss	15
Eng	A531	17th Cent Literature	Mr. Hamilton	17
Eng	A537	Amer Drama in Amer Democ	Dr. Fulcomer	26
F.A.	A408	Creative Painting	Dr. Wygant	18
F.A.	A474A	Arts & Crafts in Ed I	Mr. Vernacchia	15
F.A.	A480A& A480B	Textile Lab I and Textile Lab II	Miss Lockwood	13
Geog	A504	Econ Geog of Europe	Dr. Jacobson	30
HlthEd	A408	Driver Education	Dr. Coder	24
HlthEd	A411	School Health Services	Mr. Schmidt	42
HlthEd	A407	Prev & Care of Ath Inj	Dr. Coder	14
HomeEc	A420	Curr Prac Tch Fam Liv	Dr. Page	24
I.Arts	A101A& A101B	Graphic Arts & Draw I and Graphic Arts & Draw II	Dr. Duffy	15
I.Arts	A101A&	Graphic Arts & Draw I and		
A101B&	A302	Graphic Arts & Draw II and Graphic Arts & Draw III	Mr. Streichler	15

REPORT AND COMPARISON OF ENROLLMENTS FOR FALL 1960 WITH FALL 1959 - 4

REGISTRATIONS - (On-Campus) Afternoon, Evening and Saturday Courses

				No. of Students
I. Arts	A300A	Prin, Meth & Curr in IA	Mr. [illegible]	21
I.Arts	A505	History of IA Educ	Dr. Earl	13
I.Arts	A601	Sem in IA Prob Solv Tech	Dr. Duffy	10
Lang	A401X	Tch of Mod Lang in Sec Sch	Mrs. Knecht	14
Latin	A401X	Tch of Latin in Sec Sch	Dr. Bock	10
Span	A505	Span Lit [illegible] & Style	Dr. Amaral	13
Math	A400	Educational Statistics	Mr. Humphreys	24
Math	A503X	Foundations of Algebra	Dr. Meserve	34
Math	A506	Princ Tch Sec Sch Math	Mr. Manheim	13
Math	A517	Theory of Numbers	Dr. Schumaker	25
Math	A529	Curr Construc in Math	Dr. Sobel	26
Math	A535	Prof Subj Mat: Algebra	Dr. Meserve	26
Math	A536	Prof Subj Mat: Analysis	Mr. Clifford	26
Math	A530	Math Mats for Tchs of Math	Dr. Sobel	23
Math	A533	Non-Euclidean Geometry	Dr. Pettofrezzo	19
Math	A603A	Workshop in JHS Math I	Mr. Maletsky	32
Math	A603B	Workshop in JHS Math II	Mr. Maletsky	32
Math	A603C	Workshop in JHS Math III	Mr. Maletsky	32
Biol	A501X	Tch Biol in Sec Sch I	Miss Cunningham	27
Biol	A411	Bacteriology	Mr. Smith	20
Phys	A406B	Astronomy II	Dr. Allen	13
Phys	A416	Introd to Analytic Mech	Mr. Minor	10
Sci	A401X	Tch Science in Sec Sch	Dr. Gawley	24
Sci	A401X	Tch Science in Sec Sch	Mr. Fisher	23
Sci	A410A	Jr. High Sch Sci Dem I	Mr. Placek	17
SocSt	A404	Philosophy of History	Dr. Royer	13
SocSt	A412X	International Government	Mr. Johnson	31
SocSt	A429	Present Day Social Problems	Miss Stewart	30
SocSt	A466	Puerto Rico & Virgin Is	Mr. Bye	8
SocSt	A475	History of Amer Thought	Mr. Beckwith	18
SocSt	A492A	Stud in Amer Life: The East	Mr. Bye	29
SocSt	A522	Dev of Econ Inst & Ideas	Dr. Rellahan	27
Speech	A466	Speech Devel: Imp & Re-Ed	Miss Kauffman	10
Speech	A469	Auditory Rehabilitation	Dr. Scholl	9
Speech	A591	Org & Adm of Speech Prog	Mr. Ballard	13

OFF-CAMPUS COURSE

SocSt	E525	Workshop on Economic Educ	Mr. Kops	36
		Total Registrations (Part-Time & Off-Campus Courses)		1999

Notes

Enrollments continue to climb:

Fall	Individuals Enrolled	% Increase Over Previous Years
1960	1,264	11%
1959	1,137	7%
1958	1,064	36%
1957	782	11%
1956	702	14%
1955	617	--

The above chart represents an increase of 61% in individual enrollments in four years.

The 1,264 students enrolled in this semester represents the largest enrollment ever experienced in the Part-Time and Extension Division during the regular academic year. The 1,264 students were registered in 103 different courses for a total registration figure of 2,032.

The 1,264 students registered in the current semester represents an increase of 105% over the enrollments in the fall of 1955.

Class sizes were as follows (Including daytime students)

Size	No. of Sections
1 - 10	5
11 - 20	28
21 - 30	26
31 - 40	12
41 - 50	9
over 50	1

The average number of registrations per section was 24.7. We should maintain an average of at least 22 per section in order to financially support the Part-Time and Extension program.

Six full time faculty members are charged to the Part-Time and Extension Division. This enables the College to assign courses taught in this Division to faculty as a part of their regular load. A report on this arrangement follows:

	No.	%
Course sections assigned on regular load	*29	37
Course sections assigned on overload	50	63
Course sections assigned to regular faculty	79	96
Course sections assigned to visiting faculty	3	4

*one faculty member counted twice. Has course assigned partially on load and for extra pay

4. The Administrative Guide for assigning faculty to the Part-Time and Extension program was further implemented this year by the establishment of a firm policy stating that faculty may not carry an overload assignment totaling more than four (4) semester hours in any academic year. Course assignments were reorganized for the spring 1961 and as of the date of this writing it can be said that all adjustments have been made in compliance with this established policy. An agreement was also reached which allowed for additional time on regular load for certain Department Chairmen to provide for program planning and graduate student advisement. This agreement practically eliminates the need for payment (as over-load) for advisement time.

5. As a result of discussions at Graduate Council and Administrative Council meetings it was decided that all faculty carrying courses on regular load (credited with three hours on load for two hours teaching) should post office hours and be available for student advisement. The Part-Time and Extension office compiled a list of office hours and posted them throughout the building. In addition to these posted hours certain Department Chairmen and other faculty are assigned advisement time on their regular load. The Part-Time and Extension Division did not attempt to post the office hours of these staff members. The posting of office hours proved to be an excellent plan.

6. The increase in work load in this Division has resulted in a decision to appoint an Assistant Director of Field Services. Interviews are being arranged and, if possible, this additional staff member will be added during the Spring 1961 semester.

The present Part-Time and Extension staff is as follows:

Director, Field Services	E. J. Ambry
Senior Clerk-Stenographer	Rose Metz (half time)
Senior Clerk-Stenographer	Maxine Bullard
Senior Clark-Stenographer	Catherine Atkinson

7. The Part-Time and Extension office is open on:

Monday	8:30 A.M. - 7:00 P.M.
Tuesday	8:30 A.M. - 7:00 P.M.
Wednesday	8:30 A.M. - 4:30 P.M.
Thursday	8:30 A.M. - 7:00 P.M.
Friday	8:30 A.M. - 4:30 P.M.
Saturday	8:30 A.M. -12:00 Noon

This coverage is made possible by rotating hours and working schedules.

Respectfully submitted

E. J. Ambry

EJA:A-mrb
1/19/61

MONTCLAIR STATE COLLEGE

PART-TIME AND EXTENSION DIVISION

REPORT AND COMPARISON OF ENROLLMENTS FOR SUMMER 1960 WITH SUMMER 1959

	SUMMER 1960	SUMMER 1959
NDIVIDUAL STUDENTS		
Number enrolled in on-campus courses	1,126	932
Number enrolled in off-campus courses	0	0
MSC Undergraduates in Special Music (½ cr.)	4	4
Total enrolled in Summer Session	1,130	936
LASSIFICATION OF STUDENTS ENROLLED		
Graduate Students	773	692
Undergraduate Students	357	244
Total Students	1,130	936
OURSES GIVEN		
On-Campus	116	86
Off-Campus (Special Music courses ½ cr.)	4	4
Total courses given	120	90
Total sections of courses	132	104
EGISTRATIONS IN COURSES GIVEN		
Summer Session Courses	2,366	2,097
Special Music Courses (½ cr.)	4	4
Total	2,370	2,101
Average number of courses taken per student	2.10	2.24
Average number registrations per section of courses offered	17.9	20.2
EMESTER-HOURS LOAD		
Total number semester-hours taken by students	5,645½	4,689
Average number of semester-hours taken per student	5.0	5.0

REPORT AND COMPARISON OF ENROLLMENTS FOR SUMMER 1960 WITH SUMMER 1959 -2

EIGHTED SCORE- (Total semester hours ÷ 16)

Equivalent number of full-time students enrolled	352.8	293.9

Note: (5.645½ ÷ 15 = 376.3 5,645½ ÷ 14 = 403.25)

EMESTER HOURS TAKEN BY STUDENTS

Number of Students	Semester Hours	Total Semester Hours Taken
1	½	½
1	1	1
1	1½	1½
112	2	224
1	2½	2½
182	3	546
147	4	588
104	5	520
422	6	2,532
49	7	343
106	8	848
2	9	18
1	10	10
1	11	11
1,130		5,645½

ISTRIBUTION:

	Men	Women	Total
Graduate Students	448	325	773
Undergraduate Students	160	197	357
	608	522	1,130

OREIGN STUDENTS IN THIS DIVISION OF THE COLLEGE

Abdul-Haqq, Florine	(India)
Hsu, Waylin	(Formosa)
Huang, Chung-Chi, Henry	(Formosa)
Sumitra, Dera	(Thailand)
Xuan An, Tran Thi	(Vietnam)

REPORT AND COMPARISON OF ENROLLMENTS FOR SUMMER 1960 with SUMMER 1959 - 3

FINAL REGISTRATIONS

Dept.	Course No.	Name of Course	Instructor	Number of Students
Bus. Ed.	S201	Accounting I	Dr. Froehlich	9
Bus. Ed.	S204	Typewriting IV	Sherwood School	1
Bus. Ed.	S305	Business Law I	Dr. Haas	16
Bus. Ed.	S408	Business Finance	Dr. Haas	12
Bus. Ed.	S503	Business Ed. Curriculum	Mr. Sheppard	17
Bus. Ed.	S532	Field St & AV Aids In Bus Ed	Mr. Sheppard	15
Education	S201	Human Dev & Behav I, Sec. I	Dr. Brower	36
Education	S201	Human Dev & Behav I, Sec II	Dr. Brower	32
Education	S202	Human Dev & Behav II	Dr. Lutz	19
Education	S303	Teacher in Sch & Com, Sec. I	Dr. Morehead	35
Education	S303	Teacher in Sch & Com, Sec II	Dr. Seidman	29
Education	S304	Prin & Tech of Sec Ed, Sec. I	Dr. Seidman	28
Education	S304	Prin & Tech of Sec Ed, Sec II	Dr. Runden	18
ducation	S401	Dev of Educ Thought, Sec. I	Mr. Kops	27
ducation	S401	Dev of Educ Thought, Sec II	Mr. Lewin	30
ducation	S401	Dev of Educ Thought, Sec III	Mr. Lewin	14
ducation	S406	Educational Sociology	Dr. Peckham	29
ducation	S407A	TV Workshop: Prog & Prod	Mr. Sheft	22
ducation	S410	Teaching Mats. Workshop	Mr. Dunavan	23
ducation	S440	Camping & Outdoor Ed.	Dr. Wacker	16
ducation	S500A	Basic Educ Trends	Dr. Walter	12
ducation	S500B	Advanced Educ Psychology	Dr. Booth	37
ducation	S500C	Recent Trends in Sec Sch Meth	Mr. Salt	23
ducation	S500D	Sch Admin I: Func & Org.	Dr. Peckham	17
ducation	S500F	Sch Admin III: Com. Relations	Dr. Atkinson	21
ducation	S502	Org & Admin of Mod High School	Dr. Peckham	21
ducation	S503	Meth & Inst of Research, Sec. I	Dr. Walter	24
ducation	S503	Meth & Inst of Research, Sec II	Mr. Kops	21
ducation	S503	Meth & Inst. of Research, Sec III	Dr. Walter	14
ducation	S504B	Seminar in Curriculum Org.	Mr. Salt	16
ducation	S505	Org & Adm of Ex-Curr. Activ.	Mr. Salt	27
ducation	S506	School Law	Dr. Morehead	30
ducation	S508	Sup of Instruc Sec. Sch.	Dr. Atkinson	19
ducation	S521B	Psych Tests Guid Prog.	Dr. Booth	12
ducation	S530A	Cor & Rem Read in Sec Sch.	Mr. Buchner	11
ducation	S537	Social-Moral Guidance	Dr. Davis	27
ducation	S538	Group Guid & Couns Act.	Dr. Runden	56
ducation	S540	Rec & Activity Leadership	Dr. Wacker	7
ducation	S550	Child & Adol Dev.	Dr. Booth	16
ducation	S551	Princ & Tech of Guid	Dr. Atkinson	49
ducation	S556	Imp. of Read in Sec Sch	Mr. Buchner	20
ducation	S601C	Workshop in Ed: Understg Youth	Dr. Davis	1
ducation	S602	Seminar in Guidance	Dr. Davis	19
nglish	S100C	Fundamentals of Writing	Dr. Fulcomer	26
nglish	S100G	Western World Literature	Dr. Fulcomer	40

REPORT AND COMPARISON OF ENROLLMENTS FOR SUMMER 1960 with SUMMER 1959 -4

FINAL REGISTRATIONS

ept.	Course No.	Name of Course	Instructor	Number of Students
nglish	S201A	American Lit I	Mr. Conrad	24
nglish	S401X	Teaching English in Sec Sch	Mr. Hamilton	28
nglish	S451	Lit & Art in West. Culture	Dr. Young	16
nglish	S502	Victorian Poetry	Mr. Pettegrove	10
nglish	S503	Geoffrey Chaucer & Times	Dr. Krauss	18
nglish	S511	History of Lit Crit	Dr. Krauss	14
nglish	S512	Growth & Struc of Eng Lang	Mr. Pettegrove	22
nglish	S544A	Shakespeare (Tragedies)	Mr. Hamilton	16
ine Arts	S401	Art Curr of El & Sec Sch	Dr. Wygant	16
ine Arts	S403	Print Making I	Mr. Vernacchia	17
ine Arts	S403B	Print Making II	Mr. Vernacchia	3
ine Arts	S406A	Art Workshop I	Mr. Vernacchia	18
ine Arts	S406B	Art Workshop II	Mr. Vernacchia	3
ine Arts	S500X	Contemporary Art	Mr. Vernacchia	17
rench	S406	Contemporary French Novel	Mrs. Szklarczyk	10
anguage	S300	Foundations of Language	Mr. Shore	30
anguage	S402	Phonetics: Spanish	Dr. Rivera	7
anguage	S408	Introd to Language Lab	Miss Fantone	15
anish	S415	Proj in Sp & Am Folklore	Dr. Rivera	10
eography	S414A	Advanced Economic Geography	Mr. Kelland	9
eography	S418	Reg Geography of North America	Mr. Kelland	9
eography	S419X	Geography of the Soviet Union	Mr. Kelland	18
nd. Arts	S101B	Graphic Arts & Drawing	Mr. Tressler	1
nd. Arts	S201A	Wood & Crafts I	Mr. Tressler	8
nd. Arts	S201B	Wood & Crafts II	Mr. Tressler	4
nd. Arts	S301A	Wood & Crafts III	Mr. Tressler	2
nd. Arts	S202A	Metals & Power I	Mr. Tressler	1
nd. Arts	S401	Comprehensive Gen Shop I	Mr. Tressler	3
nd. Arts	S402	Comprehensive Gen Shop II	Mr. Tressler	1
nd. Arts	S503	Probs in Teaching Ind. Arts	Dr. Duffy	19
nd. Arts	S511	Supervision of Ind. Arts	Dr. Earl	12
th	S300	Social Uses of Math	Mr. Humphreys	39
th	S400	Educational Statistics, Sec. I	Mr. Humphreys	21
th	S400	Educational Statistics, Sec. II	Mr. Humphreys	31
th	S401X	Teaching of Math in Sec. Sch	Mr. Gouss	12
th	S406	Solid Analyt Geometry	Dr. Pettofrezzo	7
th	S409	Introd to Contemp Math	Dr. Sobel	18
th	S501	Ad & Super of Math	Mr. Gouss	20
th	S503	Foundations of Algebra	Dr. Pettofrezzo	23
th	S512	Numerical Analysis	Dr. Pettofrezzo	19
th	S522	Introd to Prob & Stat.	Mr. Gouss	10
th	S525	Cur & Tech Jr. H Sch Math	Mr. Maletsky	20
th	S302X	Higher Algebra	Dr. R. Walter	25
th	S453	Differential Calculus	Mr. Maletsky	25
th	S480	Elements of Logic	Mr. Schaumberger	27

REPORT AND COMPARISON OF ENROLLMENTS FOR SUMMER 1960 with SUMMER 1959 -5

FINAL REGISTRATIONS

ept.	Course No.	Name of Course	Instructor	Number of Students
ath	S535	Prof Sub Mat: Algebra	Dr. Meserve	27
ath	S536	Prof Sub Mat: Analysis	Mr. Clifford	27
ath	S603A	Workshop on Jun H. S. Math I	Drs Syer- Schumaker	27
ath	S603B	Workshop on Jr. H. S. Math II	Drs Syer- Schumaker	27
ath	S603C	Workshop on Jr. H.S. Math III	Dr. Sobel	27
ealth Ed.	S408	Driver Ed - Pre-Summer	Dr. Coder	22
ealth Ed.	S408	Driver Ed - Post-Summer	Dr. Coder	23
ealth Ed.	S411	School Health Services	Dr. Tews	28
ealth Ed.	S412	Alcohol Education Workshop	Dr. Tews	20
hys. Ed.	S404	Tests & Meas. in Phys. Ed.	Dr. Wacker	5
hemistry	S408A	Industrial Chemistry I	Dr. Gawley	21
hemistry	S412	Physical Chemistry II	Dr. McLachlan	3
hysics	S406A	Astronomy I	Dr. Allen	15
hysics	S411A	Photography I	Dr. Smith	4
hysics	S513	Nuclear Radiation	Dr. Smith	18
cience	S401X	Teaching Science in Sec Sch	Dr. Gawley	31
cience	S409	Sr. High Sch Physics Sci Dem.	Drs Smith-Gawley	24
cience	S418	Three Centuries Science Progress	Dr. Allen	24
oc Stud.	S100A	Dev of World Civilization	Mr. Alloway	6
oc Stud.	S200A	Contemporary American Life	Mr. Alloway	21
oc Stud.	S401X	Teaching Soc Stud in Sec Sch	Drs Moffatt-Fincher	27
oc Stud.	S408	History of New Jersey	Dr. Moffatt	32
oc Stud.	S435B	The Americas II	Dr. Fincher	24
oc Stud.	S456	International Econ Rel	Dr. Rellahan	24
oc Stud.	S460	Central East Region	Mr. Bye-Mr. Boucher	20
oc Stud.	S485	Maritime Prov of Canada	Mr. Bye-Mr. Boucher	30
oc Stud.	S487	Field Stud in the Arts: Eur Civ	Mr. Kahn	17
oc Stud.	S487X	Field Stud in the Arts: Eur Civ	Mr. Kahn	2
peech	S100D	Fundamentals of Speech	Mr. Ballare	14
peech	S208	An & Phys Voc & Aud Mech	Miss Kauffman	5
peech	S437	Drama Production Workshop	Dr. McElroy	9
peech	S439A	Workshop Sp Cor I: Phonetics	Mrs Hubschman	17
peech	S439B	Workshop II An & Phys A & A Mech	Miss Kauffman	14
peech	S439C	Workshop III: Speech Pathology	Miss Kauffman	21
peech	S439E	Workshop V: Adv Prac Sp	Dr. Scholl	9
peech	S439D	Workshop IV: Prac in Sp Cor	Dr. Scholl	14
peech	S535	Sem in Sp & Lang Reh & Prac	Dr. Scholl	5
peech	S567	Sem in Dramatic Prod	Dr. Fox	11
usic	S203B	Primary Voice	Mr. Wilkes	1
usic	S204A	Primary Instrument, IV	Mrs. Moore	1
usic	S204B	Primary Clarinet IV	Mr. Luckenbill	1
usic	S210B	Secondary Piano	Miss Havil	1
		Total Registrations		2,370

NOTES AND OBSERVATIONS

The critical cut-off point for operation of courses was seven students. Courses carried with fewer students were combined with other courses or financed from funds such as: Dreyfus Foundation, Speech Clinic, or collection of additional fees from students. To establish the average number or registrations per section of courses offered we have divided 132 (number of sections) into 2370 (total registrations) giving us the figure on the first page of this report - 17.9 (average size section). If we ignore the special courses in which one student was enrolled and if we tally the combined sections we arrive at 117 divided into 2370 for an average section size of 20.2. The break-even point is an average enrollment of 22 in all courses.

In the Summer Session all instructions costs are paid from tuition income. In addition, the following salaries are also charged: Administration and secretarial salaries in Summer Session office, several administrative salaries (for persons on ten month salary basis), librarians, audio-visual aids personnel, and all summer work scholarship student payments. Printing, telephone, postage and other general operational costs are also met from tuition income. It is important for all concerned with the operation of the summer and part-time courses to realize that all costs must be met, not merely the cost of classroom instruction. It is also important for the administration, department chairmen, and faculty, to realize that tuition income is also used to provide salaries for six full-time faculty members assigned to the Part-Time and Extension Division for graduate instruction.

A study of enrollment figures over the last five years reveals a rapid rate of increase - 20.3% since 1959 and 100% since 1955.

Summer	Individuals Enrolled	Number of Increase Over Previous Years	% of Increase Over Previous Years
1960	1,126	190	20.3
1959	936	226	32.25
1958	710	57	8.73
1957	653	74	12.78
1956	579	15	2.66
1955	564		

National Science Foundation participants, Dreyfus Foundation students, Alcohol Education Workshop participants, and increased Montclair State College undergraduates (from approximately 200 in 1959 to 300 in 1960), account for some of the growth. The Summer Session enrollment is increasing at about the same percentage as Fall and Spring Part-Time and Extension enrollments. It follows almost the same pattern of growth.

The expanded youth activities (Day Camp, Art Programs, Speech Clinic, Dramatic Workshop, and Reading Laboratory) were well received. Enrollments were as follows:

Day Camp

First week	34
Second week	26
Third week	35
Fourth week	26
Fifth week	20
Sixth week	14

NOTES AND OBSERVATIONS (CONT.)

Art Programs:	Elementary	7 students
	Secondary	6 students
Speech Clinic:		60 students
Dramatic Workshop:		10 students
Reading Laboratory:		12 students

All of these programs were successful - educationally as well as financially. The following recommendations were offered:

a. Several of these services should be expanded.

b. Careful consideration should be given to methods of integratin these demonstration activities with the course offerings in all departments. The activities can be justified on their own but can be better justified in light of their demonstration value in the total summer program.

c. A jointly sponsored brochure explaining all youth activities should be developed for wide distribution throughout the State. This can be financed from surplus funds available in the -04 account. The timetable for this brochure should be as follows:

Dec. 15 deadline for material to go to printer
Feb. 15 prepare mailing
Mar. 15 complete mailing

d. One registration date should be set for all youth activities.

6. The early registration experiment which was conducted before the 1960 Summer Session was not as successful as had been anticipated. 142 MSC undergraduates out of a possible 300 registered but only 123 graduate or certification students out of a possible 825 took advantage of this registration. The work and time involved does not justify this arrangement for any group other than the Montclair undergraduates. The following recommendations are made:

   a. Plan for one day advance registration for MSC undergraduates only.

   b. Plan for a priority registration during the two days set aside for regular Summer Session registration on June 22 and June 23 from 2:00 to 9:00 p.m.

7. The Parent-Teacher Association Workshop which enrolls approximately 20 to 25 participants each year should be planned as a one semester hour course or workshop. This will allow for some tuition income which can be used to employ a faculty member as a coordinator of this activity.

8. Departmental course offerings should be planned on a formula related to enrollments during the past few summers, number of matriculated M.A. students, certification requirements, and other factors. In the past we have attempted to plan on the best "guesstimates." We are at a point now where a formula must be developed.

NOTES AND OBSERVATIONS (CONT.)

. MSC Freshmen and Sophomores and transfer students were polled regarding their interest in a nine week summer session. The poll results are as follows:

Interested	153
Undecided	505
Not interested	220

. Based on the above results and on the fact that appropriated State funds are not available to carry on this program, plans for expansion in this direction have been deferred until some future date.

Edward J. Ambry
Director of Field Services

JA:A
ctober 1, 1960

MONTCLAIR STATE COLLEGE

THE LIBRARY

REPORT TO THE PRESIDENT

Academic Year
1960-1961

I. TRENDS AND DEVELOPMENTS

A. STAFF CHANGES

The College library added a professional librarian to its staff during this academic year. After writing to library schools and advertising in the Library Journal, the library was lucky in securing Miss Jeanette Poore for Assistant Cataloger. Miss Poore is a graduate of Wellesley College and Columbia University Library School. She has had a great deal of experience in various phases of library work, most recently as a research librarian with Time, Inc.. An additional Civil Service position of clerk typist was also given the library. Miss Evelyn Stackhouse, who had passed the examination in the Spring accepted the position and was assigned to assist Miss Gibson in ordering books. Miss Gibson was then able to work out forms for keeping up-to-date records of the status of departmental library budgets and reporting to the Departments, money left for books.

Miss Patricia Kozier resigned September 1, 1960, as Senior Clerk Stenographer. We were unable to get anyone from the Civil Service list but in November we were able to secure Mrs. Marion Brown in that position. Mrs. Brown has been able to relieve the loan desk of the keeping of circulation records. She checks in periodicals and works very closely with Miss Gibson in the recording of bills for the business office, besides acting as a Secretary to the library staff.

Miss Ida Capehart who had been on 2/5 time with the College Library in 1959-60, took a full time position in a High School Library.

The Librarian recommended Dr. Lenel, Miss Gibson and Mrs. Walter for tenure.

Miss Cridlebaugh, the Librarian since 1949 and a member of the library staff since 1929, decided to retire at the end of this school year. She has recommended to the President the appointment of Miss Merlehan as the Librarian.

B. BUILDING AND EQUIPMENT

The college purchased slide-out shelves for the catalog cases in the main Reading Room. These shelves make it easier for students using the Card Catalog. A Cumulative-Book-Index Table was also purchased. This table holds the large volumes of the U.S. Catalog so they are much easier to use. Secretarial desks and posture chairs were supplied to those of the library staff who needed them. New Executive desks were given to Miss Gibson and Miss Poore.

C. LIBRARY INSTRUCTION

The Library continued with the Freshman Library Orientation Program and with the lessons in Library Use given to the Freshman Composition Classes. The Faculty teaching the classes in Freshman Composition have realized it's value and have been very cooperative in assisting the library staff in arranging the extra lessons with their individual classes. Miss Merlehan and Miss Gibson have been the teachers for these classes.

II. SPECIAL EVENTS AND ACCOMPLISHMENTS

A. STAFF ACTIVITIES

Dr. Lenel and Miss Cridlebaugh attended the College and University Section of the New Jersey Library Association Fall meeting at Princeton University. Miss Gibson met many times with the Essex County Reference Librarians, of which this library is a member. Miss Cridlebaugh attended the Spring meeting of the New Jersey Library Association at Atlantic City. Dr. Lenel attended the meeting of the Cataloger's Section of the Association. Miss Cridlebaugh, Dr. Lenel and Miss Poore attended an all day conference on Teaching the Use of the Library, held at Jersey City State College . Miss Cridlebaugh was a member of the Middle States Association Committee evaluating the Geneseo Teachers College in New York State, in February. Miss Cridlebaugh was a member of the State National Library Week Committee, Representing the College Libraries. In the Fall Miss Gibson registered for a course in the History of Books and Printing at Columbia Library School.

Miss Merlehan received a grant from the Danforth Foundation for study during the summer of 1961. She is planning to attend Syracuse University for study in Art History.

Miss Gibson was asked to be advisor to the Delta Omicron Pi Sorority.

B. LIBRARY ACTIVITIES

1. The College Library for the first time has taken part in the listing of its periodical holdings in the Union List of Serials in New Jersey, 2nd ed.. A project of the New Jersey Chapter of the Special Libraries Association.

2. The Library became a member of the Essex County Reference Librarians Association, has contributed to a Union List of Serials in Essex County. Miss Merlehan was on the Committee writing the Constitution of the Organization. Miss Gibson is on a committee to study the effects on Reference Librarians of the changes in Catalog rules.

3. The College Library took part in National Library Week. An exhibit in the Library exhibit case, and essays written by student assistants. The College library received one essay on Books and Reading written by Miss Anne Gallo. As a prize she received a book from the Rutgers University Press.

III. GIFTS AND GRANTS.

A. GIFTS

The Library received a number of gifts of value during this academic year.

1. A gift of the Complete writings of Edmund Burke, George Washington, Thomas Jefferson, Benjamin Franklin, Calhoun and Daniel Webster were received from Miss Josephine Skinner of Montclair.

2. Dr. R. Reed, Head of the Science Department, at his retirement, gave the Library copies of many science periodicals. Dr. McEachern retiring as the Chairman of the Music Department also gave the Library books from her personal library. She stored several boxes of books which will be added to the College Library when it goes into its new quarters.

3. Approximately 300 volumes of French literature, history and travel were given to the College Library by Mrs. Christie's daughter. Mrs. Christie, before her death had collected a large library of French publica tions.

4. The Jewish Community Council of Essex County gave the College Library the 12 Volume set of the Jewish Encyclopedia. This has been out of print several years and is very difficult to secure.

B. MONEY GRANTS

1. The Graduate and part-time division allocated $1000 for the purchase of books used by the graduate division.

2. The fund for the Finley Memorial Science Library will be completely spent by the end of this academic year. This fund has been used to purchase Science books chiefly in the Biological and Botanical fields.

MONEY GRANTS, continued.

3. The "Rich Fund", a grant of money to the Panzer School of Physical Education for the purchase of Physical Education books is being spent.

4. This academic year will see the end of the Dreyfus foundation funds which amounted to approximately $1600. The fund was used to purchase books in the Physical Sciences and Mathematics.

IV. INVENTORY

As no complete inventory of the library holdings had been made since 1949, the library staff felt the most important activity for the library was an inventory. In order to get it done, it was decided to close the Library to faculty and students right after commencement. Students were employed as temporary help to shelf books, to read shelves and to help with the inventory itself.

The shelf-lists of the Panzer College of Physical Education were interfiled with the Montclair shelf lists so there would be a complete picture of the College Library holdings. A count of the books on the shelves and in circulation, of the books missing for the first time, and of those missing in two inventories and to be withdrawn as lost, was made.

A special report will be made later concerning the inventory results and recommendations to the College Administration of steps to be taken to lessen the losses in stolen books.

RECOMMENDATIONS AND SUGGESTIONS

The appointment of Miss Merlehan as the College Librarian will insure continuity of the library services for the students and faculty.

No recommendations for space is needed at this time as the College is planning a new library building. The problem of space for books and periodicals and work areas will be taken care of by the new building.

Suggestions and recommendations will be made by Miss Merlehan in the Fall, of means to lessen the losses on books and periodicals as shown in the inventory taken June, 1961.

In order to give better service to the Undergraduate and Graduate students the library will need to be open longer hours both in the evening and on Saturday. This will involve the professional and clerical staff as wll as student assistants and maintenance people.

As the State increases the budget for books, periodicals and binding, there will be need of additional staff to service. Another clerical staff member will be needed to assist with purchases. An additional catalog typist is badly needed as well as a serials librarian. The retiring Librarian hopes that means will be found to man the library annex so that the losses in periodicals will not be so great. Recommendations have been made for staffing the annex and for means of enclosing the stacks. It is urgent that something be done about the periodicals as it is most frustrating to students to be unable to find the periodicals they need.

Recommendations have been made in the past and are being made again for a student library fee to be paid by the graduates and undergraduates. This fee would be used for duplicating titles for reserves, and for replacing stolen books. The losses as shown in the June inventory has been so great that it's going to be very expensive to replace these books, yet many are basic titles.

Respectfully submitted,
Anne B Cridlebaugh
Anne B.Cridlebaugh
Librarian

V. STATISTICS 1960/61

A. ACCESSIONS AND WITHDRAWALS

	Main	Textbook Exhibit	Total Main	High School	Total
In Library July 1, 1960	57,803	17,011	74,804	4,578	79,382
Added 60/61 Totals	1,247	-79	1,168	172	1,340
TOTALS	59,050	16,932	75,972	4,750	80,722
Withdrawals 1960/61	-1,293	-360	-1,653	-48	-1,701
Total in Library July 1, 1961	57,757	16,572	74,319	4,702	79,021

B. BUDGET AND EXPENDITURES

**

	BUDGET	EXPENDITURES
Books- Main & High School	$14,800	$14,367.30
Periodicals	3,000	3,636.44
Binding	2,000	1,666.10
Supplies	1,200	1,224.70
Total	$21,000	$20,894.54

C. CIRCULATION

Reserves	15,374	
Non Reserves	41,654	
Total	57,028	of which 2,194 were faculty loans.

** On May 5th the business manager, Mr. Siegel, gave the library an additional $1800 to be spent for books before July 1st. This meant working night and day on ordering and checking the books. Miss Gibson completed the order within one week and the books are now being processed and cataloged.

COLLEGE HIGH SCHOOL LIBRARY

Report to the Librarian
School Year 1960-1961

1. PHYSICAL FACILITIES

The physical facilities of the library have been improved and brightened tremendously with the advent of the new draperies and the new light-colored tables and book shelves. The new book shelves have also greatly helped in making the book collection more readily available to the students. New chairs have been ordered, but have not yet been received. They are sorely needed, as the current chairs are too few in number and are gradually disintegrating.

2. BOOK COLLECTION

The book collection is gradually being up-dated and made to serve more adequately the needs of the older students as well as those of Junior High School age. The book ordering service has been very inefficient and needs changing next year. A blanket order had been placed with the Roemer Company of Summit, New Jersey. Delivery has been very slow, usually taking more than four weeks. Some books which were ordered early in the year have never been received or accounted for. I placed one order with the Campbell-Hall Company of Boston and received the complete order within a week. My previous experiences with this company have been most satisfactory. I am planning to use them exclusively next year.

It would also be helpful if magazine subscriptions were sent directly to the College High School Library. At present they are routed through the College Library, causing unnecessary delays and occasional interceptions.

3. ACTIVITIES OF THE LIBRARIAN

This year the librarian has spent considerable time in orienting new students in the use of the library. She also has provided reference services for those who use the library in gathering materials for projects. A group of college students taking the course "Literature for Adolescents" has made extensive use of the College High School Library. The librarian has also had to supervise several classes as study periods. This interferes with the use of the library by other students during these periods. The faculty has made greater use of the library this year, but they still could use it more effectively, especially the social studies department.

The activities of the Library Council have been somewhat curtailed this year because of weather conditions. The annual Christmas Tea had to be cancelled because of the snow. The Council presented an assembly program to the school during Book Week. The program included an original one act play. A cake sale was held. A postponed field trip is planned for the fall.

4. STATISTICS

Books in the library, June, 1960	4578
Books added from College Funds	152
Books added from other sources	20
Total	
	4750
Books withdrawn	48
Books in the Library, June, 1961	4702
Total Book Circulation	2962

5. RECOMMENDATIONS

A. Larger Book Budget
B. Direct mailing of magazines to the College High School
C. Improved lighting in the library.

Respectfully submitted,
Dorothy Walter
Dorothy Walter
Librarian

Montclair State College
College High School
Report to the President
Academic Year
1960 - 1961

I. New Developments.

A. Collection of materials in guidance room now adequate for use in conjunction with undergraduate and graduate courses.

B. Student information to be filed for permanent storage streamlined to save space.

C. The meeting with Dr. Mosier and State Board members resulted in more adequate support of high school program.

D. Graduate intern in guidance received field work experience in College High School situation.

E. Home Economics program for boys continued, but on semester basis instead of year program.

II. Statistical.

Table 1.

College High School Enrollment 1960 - 1961

	7th gr.	8th	9th	10th	11th	12th	total
Boys	15	15	15	16	14	14	89
Girls	15	15	15	14	15	16	90
Total	30	30	30	30	29	30	179

Number of teachers devoting full time to College High School	1
Number of teachers devoting part time to College High School	44
Number of graduates in June 1961	30

Table 2

Summary of departmental student observations at College High School 1960 - 1961

Basic Business	268
English	2439
French	121
Health	101
Home Economics	12
Latin	146
Mathematics	1856
Music	64
Phys. Ed.	11
Science	1166
Social Studies	4010
Speech	163
Spanish	124

III. Recommendations:

A. The College Administration and department chairmen should:

1. Emphasize need for superior demonstration school teachers.
2. Encourage and support the revision of observational programs.

B. The College Administration should:

1. Move to replace seats in College High School Auditorium. (This facility is used frequently by outside groups.)
2. Support move to replace all old furniture in C.H S. library.

Keith W. Atkinson
Dir.

Montclair State College

Department of Business Education

Report to the President
Academic Year
1960-1961

I. Developments and Trends

1. Mr. Neuner was added to our department staff on a part-time basis to help us carry the teaching load in typewriting.

2. The undergraduate majors included:

	1960-61	1959-60	1958-59	1957-58	1956-57
Seniors	56	44	51	54	29
Juniors	56	63	35	40	34
Sophomores	46	67	70	50	57
Freshmen	43	68	75	80	55
	201	242	231	224	175

3. The new state curriculum is now in its fourth year of operation. While there are several changes we would like to make, the total program seems adequate for our purpose.

II. Special Features and Accomplishments

1. In the experimental business program in the College High School, we introduced the new Gregg Notehand system. It has worked out quite well. In the middle of the year, however, we made a separate class of 7 students and taught them the alphabetic longhand system we had previously used. This was necessary because the small group was failing in Notehand.

2. The Business Department again co-operated with the college administration and several department heads in providing secretarial and clerical assistance.

3. The United Business Education award was given to Rosemarie Coco, and the Epsilon Mu Epsilon award was given to Rosemarie Coco.

4. The staff members carried on individual conferences with freshmen and sophomore students to help them determine their potential success.

5. The entire staff with one exception attended professional meetings in New York and Atlantic City.

6. Individual staff members participated in programs at: Denver University, University of Colorado at Boulder, University of Pittsburgh, Pennsylvania State College at Shippensburg, Stanford University, Columbia University, New York University, Hunter College, Albany State College, New Britain State College, Rider College, and professional meetings in Atlantic City, Chicago, and Rochester.

7. The department helped to organize the state chapter of Future Business Leaders of America. The first annual meeting of this group was held on our campus and was attended by 150 members from 12 chapters.

8. Seven Business Education majors were on the Dean's 3.5 honor list and one was on the 4.0 list.

9. Dr. Van Derveer continued as editor of the Journal of Business Education.

10. Dr. Nanassy continued as editor of the Business Education Index.

11. Several of the staff members contributed articles to professional publications.

12. Check cashing service was continued for the sixth year, with total deposits for the year amounting to $44,000.

13. The placement record for the year is very good. Over 50 per cent of the seniors have already been placed, and many other appointments are pending.

14. The department again co-operated in sending a group of students and a faculty member to the State Conservation School.

15. Field trips were conducted to the New York Stock Exchange, the National Business Show, and to Washington D. C.

16. The accounting laboratory for students exempted from first semester accounting was introduced and turned out to be very successful. This laboratory will be conducted next year and additional labs will be started in shorthand and in typewriting.

17. The department handled subscriptions to Consumer Union Reports and Consumer Bulletin for many students and faculty members.

18. Several members of the department have participated in high school career conferences and presented talks on business occupations.

III. Recommendations

1. With additional personnel, the department should be in a position to offer service courses on an elective basis for the benefit of all college students in typewriting, survey of business, abbreviated longhand, investments, and consumer education.

2. The work experience program should be organized so that it becomes a supervised summer work experience plan. The present individualized method of meeting the state requirement is most unsatisfactory.

3. Clinics are needed to provide remedial assistance in penmanship, spelling, and oral communication for some of our majors.

4. Better physical facilities are needed to house the department.

5. The current plan for admitting freshmen to the Business Education program should be revised.

ENGLISH DEPARTMENT

Report to the President
1960-1961

Of the 2,135 undergraduates in the College, 250 are majoring in English: 57 seniors, 69 juniors, 67 sophomores, and 56 freshmen and one advanced freshman. Of these 250, 46 are men and 204 women.

At the established student-teacher ratio of 16 to 1, the Department of English should command a faculty of fifteen plus teachers. When and if the faculty is increased to full strength, the elective program of the department could be greatly strengthened, and a strengthened English elective program would render effective service to not only the English but also to all non-English majors. There is considerable criticism by undergraduates, especially English majors, of the poverty of the English Department's elective program. With the increasing emphasis on extensive reading in the secondary school, the teacher must be, more and more, better equipped to handle a great range of reading. Required courses alone cannot be expected to meet this strategic requirement. Only an enriched program of electives can supply the extra knowledge and reading experience that the average teacher being recruited for secondary school teaching is expected to possess. Enrichment of academic experience is a key to an expanding academic future.

The English faculty continues to be largely a veteran faculty, since most of them have served the college for a number of years. Two new members, however, began service in September, 1960. Mr. Louis Broussard was added to the faculty to strengthen its offerings in American Literature, which was his major interest. A good academic teacher, Mr. Broussard had little sympathy for the professional aspect of the College's work, so little that he was skeptical about assuming responsibility for observing English majors while they did their practice-teaching. When, therefore, he was assigned observation of non-English majors' practice-teaching, he refused and resigned on April seventh. The other new member was Mrs. Barbara Cohen who taught English Composition (English 100C) on a part-time basis, and although she brought much devotion to her work, she found that she could not continue, and so resigned June thirtieth.

ENGLISH DEPARTMENT

Report to the President
1960-1961

A veteran member of the English faculty retired this June after thirty-four years of devoted service, W. Paul Hamilton. A graduate of Princeton, Phi Beta Kappa, he won a Rhodes Scholarship to Oxford where he received an A.B. degree from Lincoln College. He had an M.A. from New York University, and had done work on a doctorate at Columbia University. He served with distinction in both World Wars, having risen to the rank of First Lieutenant in World War I and Lieutenant-Colonel in World War II. It is not easy to replace a man of such caliber.

As a gesture of the College's gratitude for Mr. Hamilton's long and devoted service, he was invited to give the Baccalaureate address at the exercises on the Sunday before Commencement. Accepting this invitation as the honor that it was, he delivered one of the finest to which the College has been priveleged to listen over the years. The Department takes pleasure in recording this contribution of enrichment to the College's ever on-going program of service and dedication.

Another retirement must be anticipated since the present Chairman of the Department will retire in June, 1962. He would like to recommend that a member of the Department, Dr. Harold C. Bohn, who has been on the Faculty since 1929 be appointed as his successor. Dr. Bohn has an A.B. from Hamilton College, Phi Beta Kappa, an M.A. from Harvard University, and an Ed.D from Teachers College, Columbia University.

There is every reason to regard the Department as strong. Dedicated to academic standards, because of a pronounced liberal arts background, it understands professional requirements, and bends every effort to see that professional accomplishments are realized. To this end fifty-four (one not certified to teach) English majors were graduated at Commencement in June.

Harold C. Bohn

Harold C. Bohn
For the Department Chairman

HCB:A

MONTCLAIR STATE COLLEGE

UPPER MONTCLAIR, NEW JERSEY

FINE ARTS DEPARTMENT

REPORT TO THE PRESIDENT ACADEMIC YEAR 1960--1961

FINE ARTS STAFF

Full Time

Paul Harris
Avram Kampf
Charlotte Lockwood
Charles Martens
Mildred Osgood
Ralph Vernacchia
Foster Wygant
Lillian A. Calcia, Chairman

Part Time

Helene Ross
Worden Day

Substitutes

Marion Schiebel
Brian Watkins

DEPARTMENT ORGANIZATION

Department meetings were held when necessary in the Fall semester to decide on current problems. In the Spring semester two-hour meetings were held once a week with the major purpose of examining our courses and their contents.

Communication within the Department was not improved. We still lack phone connections to four of the faculty. It requires not less than two days, and frequently more to reach all of the faculty members.

Miss Osgood had a major operation in October and was unable to return until May. We were fortunate in securing Mrs. Marion Schiebel as a substitute. She is a charming person, sensitive to people, quick in understanding a situation, and creative in her solution to teaching problems. She took hold of the teaching program in a wonderfully efficient way. She was highly successful in her teaching. We hope we can have her as a permanent member of our staff.

Mr. Harris was given a year's leave of absence beginning in the Spring semester to accept a Fulbright Teaching Scholarship. We were again highly fortunate in this replacement. Mr. Brian Watkins, a sculptor, took over the Sculpture, the Theatre, and the Design in Materials courses. The students are enthusiastic about him as a person and as a teacher. The faculty agrees with the students. We enjoy his fresh point of view and stimulation to our thinking in his pointed questions about curriculum and course content. We also value his quick understanding of instructional problems. We hope to retain him as a permanent member of our staff.

Yearly Report, 1960 -- 1961
Fine Arts Department

INSTRUCTIONAL PROGRAM

College High School

The instructional program of the High School was divided among three faculty members: Mr. Martens taught the Seventh Grade and Mrs. Ross taught Eighth Grade in the College High School art room. Dr. Wygant taught Grades Nine through Twelve in Room 226 in the art wing. The reasons for this division are given in last year's report.

Mr. Martens and Mr. Harris each taught one section of painting in the College High art room because of lack of studio space and time in the art wing. This created the most aggravating physical problem of storage and handling of instructional equipment. Only really fine personal relationships between faculty made this year bearable.

ART 100---INTRODUCTION TO THE VISUAL ARTS

Chairman: Helene Ross

The Spring semester staff meetings were largely devoted to continuing to work as a committee of the whole to develop a detailed syllabus and suggestions for instructions for this course. Real progress was made.

It was decided that at the first meeting to approach the solution by having each faculty member make a statement of the major concepts he believed the student taking the course should develop. These statements were organized and put into a sequential order of importance. In subsequent meetings suggestions for implementation were made including specific film slides and studio activities, reading reports, and trips. It was agreed that a study of the achievement of students would be made by giving a pre-test and a concluding test built around these concepts. Faculty not teaching the course devised the test which was mimeographed in readiness for the Fall semester. All but one faculty elected to use Faulkner and Ziegfeld's Art Today as a text. The History of Art by Gombrich will be used by one member. It is hoped that there will be some indication which is the most effective text. However, classes vary so in background, ability, and interest; we may not learn much of value.

The content of the "kit" was studied and it was agreed to eliminate a number of items in order to reduce the cost. It was the opinion of some faculty that the present vendor was overcharging. The "kit" was put out on bid resulting in a greatly reduced price from the present vendor.

FINE ARTS CURRICULUM

Chairman: Lillian A. Calcia

The new course in Industrial Design taught by Mr. Streichler of the Industrial Arts Department and Dr. Bryant of the Fine Arts Department was highly successful from both the student and faculty points of view. It is planned to repeat this course next year.

The course, FA 105-Drawing, which is given in connection with one other major course each semester was placed on the agenda as the next course for intensive study and organization.

The three faculty who teach Freshmen--Brian Watkins, Charlotte Lockwood, and Lillian Calcia--met to discuss ways of helping the Freshmen adjust to College and to learn the Department point of view on art and art education.

It was decided to take the Thursday Department hour for a series of meetings with the Freshmen, beginning with the first week of the semester.

1. A general discussion of the curriculum with the students.
2. Perception - a talk by Mrs. Dorothy Garland of the Education Department.
3. Films on Perception followed by discussion.
4. Modern Philosophies of Art - Avram Kampf of the Department
5. The Concept of Space in Modern Art - Brian Watkins of the Department
6. Art Education by Miss Bernice Magnie, Supervisor of Art of East Orange
7. A general round-up discussion

STUDIO ORGANIZATION

Chairman: Lillian A. Calcia

The most urgent need of the Department is additional studio space. It was decided by the staff to create a new studio by breaking through a wall making one room of the present stock-room and the seminar room. This was a serious decision since all faculty realized what the loss of a stock-room will mean. On the other hand, the impossible situation in the High School art room will be alleviated as will the over-use of Room 219 and 221.

AUDIO-VISUAL MATERIALS

Chairman: Charlotte Lockwood

The Department was fortunate in having the Carnegie Foundation grant

us a subsidy of $1500 for the purchase of the collection of 2500 slides on American Art. The slides arrived in May. The temporary case is an excellent one. The slides are fully labelled and indexed. It is a fine addition to our visual resources. Miss Lockwood continued to serve the Department in ordering new slides, reorganizing the slide collection, preparing mimeographed listings of all slides, and circulating slides to faculty and students. This is a time-consuming job which no faculty should be asked to do. It was decided when we were asked for our requirements in the new library to have the slide collection housed in the library where it can be taken care of properly with people who are equipped to do this job. Miss Lockwood continued to take care of ordering and following up on films for Art 100 both in the Fall and Spring semesters.

EXHIBITS

Chairmen: Foster Wygant and Lillian A. Calcia

The problems of a good exhibit program continue — space, lighting, budget, labeling, announcements, and publicity.

The decision was made to hold only two major exhibits this year -- one exhibit on Art Education planned in the Art Education course with the Juniors and carried out by the Juniors in the course, Art in Commerce and Industry, under the direction of Dr. Wygant. The exhibit was held in two parts. The content set up in the Art Education course was developed with work of children either produced by the Juniors during their Junior student period or by their cooperating teachers. The exhibit was a highly successful one in content, organization, and presentation. The new equipment which was ordered last year — aluminum standards, peg board, lettering fonts, etc. contributed to making it a handsome display. The cooperating teachers were pleased not only to see their children's work on display, but also with the quality of the exhibition.

The second major exhibit was the Annual Fine Arts Department Exhibit featuring the Senior Class. This was held both in the Memorial Foyer and the art wing.

The third exhibit was that of the prints of Miss Worden Day who was a part-time instructor this year.

Progress was made late in the Spring semester toward solving the problem of lighting. Dr. Fox, Dr. Wygant, and Dr. Calcia met with the architect and lighting engineer who were alert to the problem and suggested improvements in both hanging and lighting facilities. These suggestions will be put into form for a bid.

BUDGET, ORDERS, AND STOCKROOM

Chairman: Ralph Vernacchia

Progress continued in this important aspect of our program. Mr. Vernacchia did an outstanding job in seeing that we were fully informed on ordering, in carrying through the orders, and in getting the correct totals into the Business Office on the due date.

ART SERVICE

Chairman: Foster Wygant

The Art Service Program this year was the most effective in the memory of this Chairman. During the year, seven different students worked as a staff with Dr. Wygant, servicing the College in art requests. About 60 separate jobs were carried out and, in addition, many small ones which were not entered on the job sheet. It was seen that most of the College benefited by this service with the exception of three or four instructional departments and one or two administrative offices.

The types of art service varied in kind and in extent. The Admissions Office requested large maps and renderings of the proposed new buildings which were done totalling more than 100 student hours of work. Other services were for the Music Department — in terms of programs, posters, construction of a display easel, art work and paste up for programs in cooperation, in some cases, with the Business Education Department; for the College Catalogue Committee several dummy catalog designs, typed specifications and layouts; for the Assembly Committee—quick posters on a weekly schedule; for the Physical Education Department—a number of large posters, display devices, trophy exhibits and art work for promotional material; for the Annual Faculty Show—the stage props.

Since the Seminar Room will be lost as an art workshop room, in that it will be a painting studio, the art services next year may have to be curtailed. However, the Department will continue under Dr. Wygant's direction to do as much as we can to service the College.

STUDENT TEACHING

Chairman: Lillian A. Calcia

The increasing number of art students makes it difficult to find quality cooperating teachers. It is becoming increasingly difficult because of the competition for the services of these good teachers from Newark, Paterson, and Jersey City State College.

This year, as usual, the Department Chairman interviewed each Junior and Senior student to discover the best spot for student teaching. The lists of requested assignments were sent to the Director of Student Teaching. Unfortunately we were not able to secure the services of some of the teachers we have regularly had. Newark's requests and Jersey City's requests preceded ours and were recognized.

Next year we plan to follow a different procedure. A list of cooperating teachers approved by the Department was set up and sent to the Director of Student Teaching. Student requests can be checked against this list eliminating considerable communication between the Office of Student Teaching and the Department Chairman. Students who cannot be assigned from the list can be handled in individual interviews.

The Handbook on Student Teaching which explains the Fine Arts Department program of professional laboratory experiences was completed in the Fall and given to each student and cooperating teacher with a request to make any suggestions for its improvement. The bulletin was well received. It spells out the requirements for both the Junior and Senior levels of student experience in the field. Several good suggestions were made, but since they were not too many in number, we will use the same bulletin next year. When the present supply has run out, we will incorporate the suggestions that have been made.

LIBRARY COMMITTEE

Chairman: Avram Kampf

We acquired $600 worth of books which are distributed to all the subject matter areas of art. The card catalog of the Art Department was reorganized, and a mimeographed list of all the Art books available to students and faculty in our College was made and distributed to faculty.

SPECIAL INSTRUCTIONAL ACTIVITIES

Trips

As usual field trips were taken throughout the year by most classes to museums, shops and studios. The major trip of the year was a three day week-end trip to Washington taken by the Junior classes in connection with the Art and Civilization course. Mr. Kampf, the instructor of this course, was accompanied by Miss Lockwood on the trip. The trip was highly successful. The rest of the Department _ Freshmen, Sophomores, and Seniors, on one of these days, took a trip to the Yale Museum and stopped on the way to study the unique architecture of the First Presbyterian Church in Stamford.

Department Meeting Hour

The staff again agreed that the Thursday 10:30 meeting of all Fine Arts major students has proved to be a most worthwhile practice. The program as it was set up this year follow:

September	22	Department Meeting--General
	29	Meetings of Kappa Pi, Art Council, and Committee on Supervision--Calcia, Lockwood, Osgood, Wygant, Vernacchia.
October	6	Camp Wapalanne
	13	Kappa Pi; Faculty meeting
	20	Camp Wapalanne--Sophomores and Mr. [illegible]
	25	Meeting of Cooperating Teachers--Seniors and Juniors
	27	No meeting
November	3	Freshman Counseling--No meeting for Sophs and Juniors
	10	No classes--NJEA

November	17	Mr. Junius Allen, Speaker on Painting
	24	No classes--Thanksgiving
	29	Tuesday--Art Council and total student group
December	1	Hannah Sober--Ceramic sculptor, Demonstration and Workshop
	8	No meeting
	15	No meeting
	22	Vacation
	29	Vacation
January	5	Miss Eunice Deutsch--"Problems of Young Art Students"
	12	Exams begin Friday, January 13--no meeting
	19	Exams--Meetings with Juniors on Junior Practicum
	26	Registration--Friday, January 27th, first day of classes
February	2	No meeting
	9	Seniors report on Student Teaching
	16	Miss Worden Day--Print Making
	23	Art Council--Miss Hatch, Reorganization of Art Council
March	2	No meeting
	9	Dr. Calcia, The set-up of the Fine Arts Curriculum
	16	Art Council Meeting
	23	Student Discussion of Department Problems
	30	Easter Vacation
April	6	Student Discussion of Department Problems
	13	Planning of trips to Washington and New Haven
	20	Trip to New Haven
	27	No meeting
May	4	No meeting
	11	Selection of work for exhibit
	18	Mounting of Exhibition--Memorial Foyer and Art Wing

SPECIAL CONTRIBUTIONS AND ACTIVITIES OF THE FACULTY

Mrs. Ross was represented in several exhibits: Art at the Mid-Century, The National Council of Jewish Women; New Jersey Artists, a juried show at the Montclair Museum. She is represented in a collection at the Highgate Gallery in Upper Montclair. She received honorable mention for the "Circle," a lithograph, from the New Jersey Artists of the Montclair Museum. She acted as a jury member for the Mary Roebling Scholarship competition in the Essex County area. Mrs. Ross had several speaking engagements: The Montrose School P.T.A. of South Orange, Art for Everyone; South Mountain School of South Orange, Your Child and His Art. She conducted tours for the members of the North Essex section of the National Council of Jewish Women and for the Wilda Fidelity Lodge. These tours were to the Guggenheim and to the Modern Museum. Mrs. Ross served on the Art Committee of the YMHA and YWHA helping to organize exhibits and classes in sculpture and painting. In addition she acted as Art Chairman for the South Orange Junior High School and organized exhibitions. She was on the Board of the Art Gallery of the South Orange--Maplewood school system as representative of the Junior High School. She also taught a class in the community of West Orange in the evening for adults under the sponsorship of the Creative Arts Group of West Orange.

Mr. Kampf designed and reorganized the filing cabinets for our collection of reproductions. With the help of the students and other faculty all reproductions were mounted on a hard cover backing and placed in an indexed file in the cabinet. Mr. Kampf finished his manuscript on Synagogue Art which is now being readied for publication. He continued also on a doctoral thesis and lectured on several occasions for community organizations. He was elected to the Advisory Committee on the Arts of the Union of The American Hebrew Congregation.

Miss Lockwood served this year on the Education Committee of the Montclair Art Museum. In December she was interviewed on the FM Station of [illegible] on the subject, "Finland Designs for Living." The broadcast was in connection with the exhibition of contemporary Finnish rooms shown at the Montclair Museum in December and January. She also gave a gallery talk at the Museum relating to the exhibits from Finland. Miss Lockwood spoke on design and weaving at the Philadelphia Guild of Hand Weavers at the University of Pennsylvania in February. She represented the Department at the National Art Education Association Convention in Florida in April. Miss Lockwood served as a member of the faculty committee concerned with the improvement of communication skills. Presently she is serving on the committee of the NJAEA preparing a workshop [illegible] for the convention in November.

Mr. Vernacchia continued to develop the equipment in Room 219 for the course in graphic arts (Print Making.) He designed a pedestal-top table which will improve the safety and working conditions for both metal and stone lithography. The work of developing this studio has taken over a period of four years, and with the installation of this newly designed table--the facilities should be complete. The use of this studio by two instructors for two courses which require a great many pieces of equipment and highly organized storage set-up makes planning an organization of this room a real job. This has been carried out in fine detail by Mr. Vernacchia. Mr. Vernacchia acted as adviser to the Freshman Class which is an interesting but time consuming responsibility.

Dr. Wygant acted as counselor to Kappa Pi, the Gamma Theta local chapter of a national honorary art organization. This group had become practically defunct, but after taking it over in September the group came alive and developed a membership of 15 students. Meetings were few and not too well attended, but interesting presentations by members of the faculty and student body enriched the program of the group. Credit is extended to the officers: Constance Ward, President; Fred Hill, Vice President; Ellen [illegible], Secretary; and Ellen Diamond, Treasurer. Plans for next year call for more frequent meetings and a wider participation by membership for the responsibility for programs. Dr. Wygant served as a member of the student-faculty traffic committee, the committees on Academic Standards and Scholarships, the College Catalogue Committee, the sub-committee on cultural backgrounds (the Walter's Committee), and the Committee on Acquisitions for the College art collection. Dr. Wygant attended the Elementary Education Workshop in Atlantic City, January 30 to February 1; participated in a Career Day program at Point Pleasant High School and served on an evaluation team at Ridgefield Park High School on May 19.

Mr. Watkins had a one-man show of sculpture at Newark State College, Union. He was represented in the New Jersey Artists Show at the Newark Museum--was represented by invitation at the Cornell University Show, and by invitation ~~to~~ with photographs at the Victoria and Albert Museum, London, England.

Mr. Martens acted as faculty adviser to Lambda Delta Pi Fraternity. He also acted as photographic adviser to the Montclarion and to the Student Government Association. He supervised the operetta scenery and the pageant scenery for the faculty show and for the Christmas show. He photographed various campus events of people for the Public Relations Department. Mr. Martens acted as the representative of the College to the Essex County Education Association. He had several speaking engagements; --one in Summit on Mobiles for the P.T.A. and one on Photographic Techniques for the Girl Scouts, Berkely Heights. He prepared various photographic exhibits which were shown at Princeton, West Orange, and Springfield. He was represented this year in Photography in Fine Arts travelling exhibits.

Lillian Calcia attended the Leadership Conference at Camp Marcella; acted as a judge for the Mary Roebling Scholarship for the Passaic County area--served as member of the sub-committee on the cultural background of the Walter's Committee and as a member of the standing Committee on Curriculum. She was appointed Chairman to a newly organized committee to advise on the purchase of art objects. In November she will participate in a workshop in ceramics for the New Jersey Art Education Association.

RECOMMENDATIONS

The change from four to five points of load credit for Chairman is a welcome improvement. The difficulty of equating the load of Chairman is recognized. However, it is suggested that a comparative study of the load of chairmen of "laboratory" accredited programs with "academic" accredited programs would show that ~~"laboratory"~~ chairmen of laboratory subjects have a much more inflexible program because of the greater number of fixed scheduled hours. As our Department grows it becomes virtually impossible to discharge the stated responsibilities of the chairmanship in an effective and democratic way.

The Department again recommends that consideration be given to establishing the Master's Degree in Art in view of the fact that this degree is not offered anywhere in the State.

Respectfully submitted

Lillian A Calcia

Lillian A. Calcia, Chairman
Fine Arts Department

FOREIGN LANGUAGE DEPARTMENT

1962-1961

1. Plans for 1961-'62*

   a. Improvement of student advisory system through more personal counseling as well as group meetings by languages, years, and all-departmental gatherings. File and folder system organized for each student by language, level, major, minor, concentration.

   b. Survey of all FL graduates of college to see what degree they hold, what additional graduate work has been done since graduation from Montclair, their graduate needs and plans for the future. A guide to course offerings in the future in the Part-time and Extension and Graduate Divisions.

   c. Editing and printing a brochure on FL at Montclair State to be distributed to guidance directors, teachers, prospective students.

   d. Editing and printing of History of Study Abroad Program of FL Dept. at Montclair to be used in drive for Scholarship Fund.

   e. Foreign Film Festival (five films to be shown afternoon and evening) 2 performances of each; open to students, teachers, and general public) for Margaret B. Holz Fund.

   f. Language Fair (similar to Science fair held many places) Projects constructed by students from junior and senior high school students. OPEN HOUSE

   g. Establishment of demonstration materials center in each language in College High Language classrooms (3,4,7) for teachers to visit, and majors to know and use.

   h. Application for NDEA Summer Institutes

ime permitted and permitting

2. Professional Activities

   a. Executive committee of New Jersey Classical Association
   b. Board of Trustees of Vergilian Society of America
   c. Scholarship Committee of the Vergilian Society of America
   d. Named chairman of the Committee on Educational Training and Trends of the American Philological Association(refused because of time)
   e. Panel member on program of Classical Association of New England
   f. Panel leader of Mid-Winter meeting of the N.J. Classical Association
   g. Associate editor of the Classical Outlook
   h. Executive Committee of the Council on Cooperation in Teacher Education of the American Council in Education.

i. attended meetings of the N.J. Classical Association, N.Y. Classical Club, Archaeological Institute of America, Classical Association of the Atlantic States, New Jersey Junior Classical League
j. Invited to judge at National Debate Tournament at West Point (refused, Camp Wapalanne Week!)
k. Invited as delegate to TEPS Conference at Penn. State in June.

3. College Program

a. member of Curriculum Committee
b. member of Graduate Council
c. member of Faculty Luncheon Discussion Committee
d. chairman of Margaret B. Holz Scholarship Committee
e. organization of summer tour "Roman Roads"
f. Designed Latin exam for admission to Latin Dept., sent copy and covering letter to teachers of all students making application for admission to the freshman class. Interviewed incoming freshmen
g. Wrote congratulatory note to all students in FL Dept. on the Dean's Honor List
h. Wrote congratulatory letters to all Alumni of FL dept. represented in MONTCLAIR PROUDLY PRESENTS
i. Circulated a questionnaire and news letter to alumni of Latin dept. during my tenure here, 1953-'60.
j. Invited freshman Latin students and Latin organizations to my apt. for social
k. Entertained all FL staff members at my apt.
l. Sponsor of College High School Junior Classical League chapter

. Service to schools and teachers in state

a. Distributed upon request a large number of BIBLIOGRAPHY FOR TEACHING OF LATIN
b. Gave an hour a week on the campus to discuss teaching problems with Latin teachers
c. Answered countless phone calls, letters and personal conferences with language teachers wanting information on courses, texts, tests, materials, programs, recommendations, vacancies, substitution, graduate study, tutoring, language laboratories, visiting, etc.etc.etc. As the one state college preparing foreign language teachers, serving as a consultant and resource person could easily be a full time assignment-very time-consuming and important in strengthening public relations.
d. Designed, administered and corrected with help of college students six exams for state Junior Classical League Convention; 200 high school students participated in the testing (approximately 60 hours went into this project, gratis)
e. Wrote a letter to principal of all schools reporting language vacancies for the year 1960-'61 and got the names of the new teachers, prepared a directory of new FL teachers in N.J. and distributed it to members of the FL staff and officers of the N.J. Modern Language Teachers Association and N.J. Classical Association.
f. Wrote a letter of appreciation to cooperating teachers in our student teaching program.

Respectfully submitted,

Carolyn E. Bock
Chairman, Foreign Language Dept.

Report of the FRENCH DEPARTMENT 1960-61

DEPARTMENT STAFF

ermaine D. Cressey - Associate Professor of French
Lillian Szklaresyk, Ph. D. -Assistant Professor of French
athilda Knecht, -Assistant Professor of Languages
nid M. Standring, Ph. D. - Assistant Professor of French and German

	Enrollment	Fall semester
COURSE	NUMBER OF STUDENTS	PROFESSOR
100A	19	Dr. Standring
101-2 sections	31	Dr. Szklarezyk
201-2 sections	29	Mrs. Cressey
301	10	Dr. Szklarczyk
02	6	Mrs. Cressey
05	3	Dr. Standring
r. 8	30	Dr. Szklarczyk
r. 10	30	Mrs. Knecht
r. 12	6	Mrs. Cressey

		Spring Semester
OURSE	NUMBER OF STUDENTS	PROFESSOR
00B	14	Dr. Standring
02 -2 sections	28	Dr. Szklaresyk-Dr. Standring
02 -2 sections	28	Mrs. Cressey
02	10	Dr. Szklarczyk
04	6	Mrs. Cressey
10	22	Dr. Szklarczyk
r. 8	30	Dr. Szklarczyk
r.10	30	Mrs. Knecht
r.12	6	Mrs. Cressey

		Graduate Courses
anguage 401X	14	Fall semester Mrs. Knecht
rench A427	9	Spring Semester Dr. Szklarczyk

DEPARTMENTAL ACTIVITIES

French Club:

First meeting was in September. The awards were presented by the president of the Alliance Francaise to a junior and a senior in French. Miss Tomporowski received a medal for excellence, Miss Retkevis received the prix Davier for "greatest improvement in the language".

In subsequent meetings, a variety of programs was presented, including films, dramatic scenes, and lectures. Instead of a usual Christmas Party, a Fete des Rois (epiphany), complete with the traditional Galette, was presented on Jan. 5. The club participated most creditably in the carnival in May, showing initiative and imagination.

Field Trips:

A trip to New York, featuring dinner in a French restaurant, with a play afterwards, arranged for the Freshman class by Dr. Szklarczyk, and assisted by Dr. Standring.

Les Feurberres de Scapin
A play performed by the Comodie Francaise, 12th grade. Mrs. Cressey in charge.

Le Tartuffe

A play performed by the Comedie Francaise. The trip was organized for the whole French Department. Mres Cressey was in charge and was assisted by Dr. Szklarczyk and Dr. Standring.

17th Century French Paintings

Metropolitan Museum of Art, a trip that was opened to Juniors, Sophomores, and 12th grade students. Mrs. Cressey in charge, assisted by Dr. Szklarczyk.

A very successful activity of the French Department was the showing of the French film, "Le Bourgeois Gentilhomme" in the Memorial Auditorium on May 9th and 10th. The film was produced by the Comodie Franqaise. We had planned for only one showing but because of the demands for tickets, another performance was added. The project was good for three reasons:

1) It gave us a net provit of $340 which added to the $26 made from the sale of French maps drawn by Miss Tenone will enable a student to study for a year abroad.

2) We were of service to 28 schools in Bergen, Passaic, Essex, Hudson, Unioncounties.

3) It provided our students with an opportunity to meet, face, and control large groups of High School, and Junior High School students.

French Luncheons

In December, 1960, a French luncheon hour was established on Tuesdays, from 11:30 to 1:30 in the former faculty dining room of the Cafeteria. Students of the Department eat together, communicating entirely in French. Participation has been extremely gratifying. "Big sister" relationships were formed between

Freshmen and advanced students for the purpose of increasing conversation practice.

PERSONAL ACTIVITIES - Germaine P. Cressey

Summer of 1960 spent in large part placing students in French Universities.

Speaker on panel on F.L.E.S. Essex Falls-Nov. 3rd.
Consultant on F.L.E.S. program Oradel
Consultant on F.L.E.S. program Cedar Grove
Speaker at teacher's workshop, Morris Hills Regional High School
Member of National M.L.A. Professional Test Committee, two meetings
Member of Association of French Teachers in America
Member of Association of Teachers of French, attendance at some meetings
Member of Executive Committee
New Jersey Modern Language Teachers Association
In charge of local arrangements for meetings at Montclair, March 18.
Attendance at meetings at:

Atlantic City	November
Montclair	March
Rutgers	May

Attendance at meetings of Northeast Conference two days in April.

PERSONAL ACTIVITIES - Lillian Szklarczyk

1. Completed Ph.D. in Romance Languages, University of Pennsylvania. Degree was awarded February 4, 1961.

2. Adviser to French Club, Montclair

3. Advisor to Sigma Delta Pi, Montclair

4. Member of New Jersey Modern Language Teacher's Association. Attendance at two meetings, Montclair and Rutgers

5. Attendance at meetings of M.L.A., Philadelphia, and New Jersey Classical Association.

6. Member of A.A.T.F. Attendance of two meetings.

PERSONAL ACTIVITIES - Enid M. Standring

1. Member of M.L.A. Attendance at meeting, Philadelphia, Dec. 1960
2. Member of A.A.T.F. Attendance at one meeting in New York City.
3. Attendance at the meeting of the North-East Conference on the teaching of Foreign Languages, April, 1961
4. Attendance at New Jersey Modern Language Teachers Association meetings at Atlantic City, Oct. 1960 and at Montclair, March 18, 1961.

FRENCH REPORT 1960-61

TRENDS

There is an increased enrollment in French in the schools of New Jersey, both at the junior high school level and in the 3rd and 4th year classes. More communities are toying with introducing F.L.E.S. in some manner or starting well integrated programs. This increase is in part due to the N.D.E.A. Act and the subsequent national institutes. New Jersey was well represented; a large group of teachers attended institutes in different parts of the country. Many of our graduates, teaching in New Jersey, have been asked to teach methods and demonstration classes in institutes this summer, having had one summer's experience as a student. The department is justly proud of the success of these former students and of the reputation they have given Montclair State College nationally.

FRENCH CURRICULUM

In French 100 A-B, the audio-lingual approach to the teaching of French was used again successfully. A French book, "Cours de Langue et de Civilization Francaises" by G. Mauger, produced excellent results. Two hours of laboratory under the guidance of the instructor supplemented the three hours of class work. This gives the student a good oral comprehension of the language, a good pronunciation of the language, and still more important, an ability to write the sort of French which does not smack of translation. We might try next year a little more speed and give these students more reading experience.

Since we could not offer French 101; only excellent students entered the Freshman Class. These students had no difficulty fitting into the superior group; their pronunciation, and their handling of the language proved more than satisfactory. However, there were some gaps in vocabulary and syntax. We are therefore happy to find French 200A and 200B reinstated into the program for the year 1961-62.

The syllabus for the Sophomore Class, French 201,202, was somewhat modified in form, if not in content: more civilization than literature in 201; an almost complete emphasis on literature in 202. The sophomore camp experience in April made necessary a revised planning of the course. It also seemed wiser to change the order in which authors are presented in 202. We wanted to give the students as complete an acquaintance with Moliere and his works as possible before they want to see a production of "Le Tartuffe" by the Comedie Francaise.

We were greatly helped in teaching the 17the century civilization by the three plays performed by the Comedie Francaise, the exhibit of 17th century French paintings at the Metropolitan Museum of Art, and by the showing of film strips on Versailles, acquired by our own Audio-Visual department. We hope more film strips of that quality can be obtained, as those obtained proved to be excellent for this college class and for the 12th grade.

In French 402, although the old book, "too old" and "too standard", was still used as basic text, we made use more and more of two excellent books: THOMAS, Dictionnaire des Difficultes de la Langue Francaise and GREVISSE, Le Bon-Usage. FRASER and SQUAIR," French Grammar and Composition. "is being kept because there is nothing at this level which can be as successful in helping young teachers-unsure of themselves-to find the answers to questions asked by their students. The completeness of the grammar compiled for American students is unequaled in any book.

The method is poor, we have to make our own drills and also consult other books for variety of exercises on language structure. Although the word "grammar" is "taboo" in modern methods, the teacher still has to have as perfect a knowledge as possible of French syntax so as to be able to by-pass the grammar books on the market.

We are not too pleased with the course French 404 given at the time when students are wanting material for use in teaching--they are interested in professional matters--This course would be best placed in the end of the 2nd semester of the Junior year. An elective on French Literature for the High School offered after the majors return from practice-teaching would be more effective. There does not seem to be a good anthology of French poetry--extra mimeographed material had to be given to supplement the book.

This year, the Freshman class (French 101-102) was, for the first time, homogeneously grouped. The results of this experiment were extremely satisfying, particularly for the advanced section, which was able to do a vast amount of reading, and devote class time almost exclusively to discussion of literature and civilization. In the other section, more time was devoted to language work, and a gratifying amount of progress was made in the course of the year. Only one drawback to the homogeneous grouping plan was noted: students in the "B" section, upon observing the more ambitious study program set out for the "A" group, deduced that they were a "slower" section, and suffered a certain temporary loss of spirit; this, however, soon gave way to a healthier competitive spirit, and a desire to show that they too could "keep up". I feel that the results warrant the retention of the homogeneous grouping of the Freshman class as a regular feature of our curriculum.

As the students of our Freshman class had demonstrated outstanding reading ability, the work of the second semester (102) was reorganized to include an ambitious program of readings in Medieval and Renaissance literature.

I feel that the students in the "A" section have made excellent progress in reading and in oral French. Because of the ambitious reading program, not as much time was devoted to writing skills, with the result that the eradication of "contaminated French" (i.e. anglicism due to unconscious translation) has been slower to achieve. However, in this respect also, definite progress has been made.

Audio-visual materials were successfully used in the teaching of early French civilization. We were greatly helped, in particular, by the excellent film stripes on the 15th century, shown by the Audio-Visual department.

All students were required to put in one extra hour a week in the Language Laboratory. As Freshmen were unfamiliar with Laboratory equipment and procedures, and displayed problems of pronunciation necessitating immediate correction, it was felt advisable that the instructor also devote a supplementary hour to laboratory supervision. If--as seems probably, at this juncture--these conditions continue, it is recommended that instructors of 101 be allowed time on their programs for laboratory supervision.

In French 301-302, few changes were made. Due to a lack of time, the first semester, Montesquieu was studied exceptionally as part of 302. Some Romantic poetry was read and discussed the second semester as part of the background necessary for a better comprehension of the novels produced by the Romantic movement. Students of this class participated with unusual enthusiasm, and devoted a great deal of time to extra language and laboratory work. As a supplementary project for pronunciation improvement, the class prepared a program of scenes by Moliere which were presented before the French club in May.

French 310, A Phonetics course was given for the first time on the undergraduate level, open to Sophomores and Juniors. The enrollment was exceptionally high for a language course (24); this fact created a number of serious problems. In order for existing laboratory facilities to accomodate them, it was necessary to split up the students into two groups meeting at two separate times for laboratory work. This, of course, necessitated and additional hour of laboratory supervision for the instructor. In this course, the instructor must be present in the lab., as theory and new material are presented in conjunction with laboratory drill.

Students in this course have attained a high degree of proficiency in phonetic transcription and a creditable grasp of basic theory. Some improvement in pronunciation has been noted in almost all classes; however, it is felt that such improvement would have been much greater if the class enrollment had been kept under 15. The instructor found it virtually impossible to give to each student in a class of 24 the individual attention necessary for producing really outstanding results. It is therefore recommended that, in the future, the number of students admitted to each section of this course be kept below a maximum of 15, and also that it meet, if possible on two different days of the week, rather than in two consecutive hours.

LANGUAGE LABORATORY

The Language Laboratory has been used extensively by students of French 100,100-102, 301-302, and 310. A number of new materials was originated by Dr. Szklarczyk, and recorded by native French speakers. In this way, over 60 original language tapes have been added to our tape library this year. Among these are included pronunciation, intonation, and structure drills, as well as exercises in Conversation, Comprehension, Reading, and Dictation.

COLLEGE HIGH SCHOOL

We conducted three classes in French during the year 1960-61. The provided excellent opportunities for observations and participations of which our college Juniors and Seniors took full advantage. In the 8th grade, college students were used most effectively participating in conducting learning situations. In the 10th grade, Mrs. Knecht introduced new devices in teaching intensive reading and checking understanding by using tape recorder in class effectively. This class provided excellent opportunity for observation of new devices. The 12th grade students read many modern short stories, read a play of Meliere, and studied French civilization. There is need of a new syllabus bringing together the five year learning experience at M.C.H.S. (See report by Mrs. Knecht)

ENTRANCE EXAMINATION PROCEDURES

This year it was possible to give the examination to the whole group as we wanted. We would like more time than was provided this year for interviews. It is very difficulty to arrive at a fair evaluation of students when we feel rushed from one to the other and see so many in the same afternoon. We would like to have more leisurdy interviews and continue the one examination procedure.

STUDENTS ABROAD

The department was able to send three students to France for the year 1960-61. Mr. Mostica studies at the University of Caen, Mr. Pelosi at the University of Dijon, and Miss Stagen at the University of Grenoble. She was also awarded the Margaret B. Holz grant. Excellent reports from their work abroad have been received. We have succeeded in having Miss Arlene Woockener accepted at the University of Aix-en-Provence and Miss Bielecki at the University of Caen for the year 1961-62.

It was very difficult to place students last year--I could not find rooms in a Normal School, France facing a great need for teachers at this time--The entire summer was spent trying to find an inexpensive place for our students--this could not be done before the first week in September--We still have to find a room for Miss Bielecki for 1961-62, but I hope we shall have the problem solved in June.

GRADUATE COURSES

Mrs. Knecht offered a course in Methods in the Fall and Dr. Szklarczyk offered a course on materials for the Laboratory in the Spring. A course of this nature would fill better if it were offered in the Fall when teachers are looking for materials for their classes.

Mr. Harry Miller took his four hour Master's examination on April 25th and will be awarded the M.A. degree in August.

RECOMMENDATIONS

1) As we grow larger, the need for more copies of reference books is acutely felt. We will need a large sum of money for library orders.

2) If we are to maintain the excellent reputation we enjoy nationally at this moment as leaders in the audio-lingual approach to the modern language teaching, classes cannot be over 15 in size. A class of 20 does not allow full participation by the whole class in discussion. None of our classes are lecture classes--strong emphasis has always been on class participation, on discussions led either by our professors or by a student or group of students, a method which has been fruitful and should be kept alive. It would be ironical indeed if Montclair should forego this method when other colleges are now beginning to put this into effect.

3) Now that we have a laboratory, it seems imperative to have a person in charge with time on her schedule for directing the work of students. The laboratory would be used more often if the services of a trained person could be assured. However, if this person is actually to be able to listen to students and correct them immediately, he must be qualified in all the languages studies (French, Spanish, German, and Russian); otherwise, he becomes a mere tape librarian, a job which could be more economically filled by a Work Scholarship student, or a clerical assistant. The ideal solution would be to allow to one instructor, in each of the languages, one or two hours on his program for laboratory work. The schedules could then be posted and followed by the students.

4) that we consider instituting a system whereby excellent students may receive observation credit for supervising laboratory work of poorer students. This system was tried this year and was outstandingly successful. It should, in our opinion, be made a regular practice. Students in the Phonetics elective would also receive valuable practice and training in the way.

5) that we consider starting French in the 7th grade to enable our majors to participate in the teaching of French in the Junior High School. French was taught in the 7th grade in College High School for many years.

6) that we consider adding a fourth hour to the methods course.

7) that our entire curriculum be reviewed with and eye to the advisability of changing some of our 4 point courses to 3 points, making room for required courses on phonetics and language drills.

8) that time be granted on our schedule for supervision and placement of students abroad and for supervision of graduate work of returning students.

9) that time be granted on schedule for creating and recording laboratory materials for our courses.

10) that our evaluation of entering students upon one examination given to all candidates at the same time, be continued.

Respectfully submitted,

Germaine P. Cressey
Lillian Szklarczyk
Enid M. Standring

French 405: First Semester of Year 1960-1961: Great Currents of Contemporary French Literature. Class Hours: TTh 9:30 a.m.

Bibliography: Works on general trends:

Castex et Surer, Le XIXe Siecle
" " " Le XXe Siecle

Specific authors:

Barres, Maurice, Le Jardin de Berenice
Colette Baudoche
Les Deracines
Bourget, Paul, Un Divorce
France, Anatole, Le Crime de Sylvestre Bonnard
Gide, Andre, Les Caves du Vatican
La Porte etroite
L'Immoraliste
La Symphonie pastorale
Les Faux-Monnayers
James, Francis, selected poems from De l'Angelus de l'Aube a l'Angelus du Soir

Procedure:

1) The students were introduced to the contemporary authors through a preliminary review of the main literary schools preceding 1870. At the beginning of each class period, they were questioned orally on the material of the previous class and on the corresponding chapter of the Castex et Surer survey manual.

2) Each student prepared oral reports on a specific character or aspect of the novel being read that week. Each student was also responsible for a longer written report on a work of her choice.

3) Each student was responsible for three longer compositions on selected topics from the readings during the semester.

4) In addition to the final examination at the end of the semester, two long tests were given during the semester.

Montclair State College, Foreign Language Department June, 1961

The materials of Language 401, Methods of Teaching Foreign Languages in Secondary School, emphasize strongly the basic problems in teaching a foreign language by the direct method: teaching grammar and vocabulary inductively, teaching good pronunciation, encouraging the student to handle the audio-lingual aspects of the foreign language at normal speed without recourse to the native tongue. The members of this class demonstrated what they were learning and were evaluated by their peers and by the teacher.

In addition to such basics, considerable attention was devoted to the learning of laboratory techniques and programming on work sheets. Audio-Visual projects were also presented by committees of students at intervals throughout the course, many of these most original and stimulating.

In 1961-1962 when the French and Spanish majors will study Methods in separate classes, the greatest single obstacle to maximum achievement in Language 401 will have been removed.

The Methods taught were demonstrated in the College High School by the instructor. In the 10th grade 29 students studied French in the school year 1960-1961. The subject matter covered was essentially that for a French II high school class, but since this group started French in 8th grade in a class that met three times a week and that served to familiarize them with pronunciation and basic vocabulary, it is no doubt true that in some respects they are more advanced than the traditional French II class.

Their books this year were three in number: Lavisse, Histoire de France; Fourre, Medecin sous les Tropiques; Audoux, Marie-Claire. These all have the advantage of giving no explanations, notes or vocabulary in English. The first book has a French-English vocabulary which we attempted to circumvent; the other two contain no English at all. All work in these books was presented inductively. A notebook of specific points learned, of model sentences, of compositions and dictations was kept by the students. Tests required, along with the usual things, demonstration of the ability to discuss grammar in the foreign language and to define all vocabulary in French. Once a week short tests were given on tape. To succeed in these the student was obliged to understand French spoken at a normal speed, to follow instructions and to give answers in the foreign language. The tapes were played only once.

Drill tapes for grammar and verbs were used from time to time. These, with pauses before the answers, encourage the student to respond with a spoken word instead of a spelled one. They also have value because of the great number of items that can be covered in a short time; this means more drill, of course, and it means that the student hears the language for more minutes of the hour than he otherwise would.

All kinds of material were drilled, too , with a "poor man's Skinner device." Typed sheets on which answers are given below the problem posed, were found to be most stimulating and helpful. The student covers the answer with a card and then checks himself before moving on to his next question.

There were oral reports given by the entire class on two occasions. These were of necessity very brief indeed and based on well learned material.

Puppet plays were written and produced by committees of the class at Christmas time. These were most amusing. There were six of them.

Recommendation:

The modern language classes in College High are too large in the crucial beginning years. Ideally there should be two classes of 15 each in 8th, 9th and 10th grades. If this is not possible, students showing no aptitude should not be allowed to continue past the first semester of 8th grade. No large percentage would be adversely affected and the benefit to the linguistically skillful would be enormous.

In Language 300, Foundations of Language, many sophomores were registered this year. It was observed that they had an undue amount of difficulty, and it is suggested that the course be restricted, as it used to be, to Juniors who have completed their background studies in history and England.

TO. Dr. Bock June 1961

Fr. E. Rivera

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1. Courses:

			Enrollment
Spanish	201	Sections: A and B	37
"	202	" " " "	35
"	310	First Semester	23
"	310	Second "	17
"	402		13
"	404		10
"	506		10

2. Projects:

   a. Trip to Museum of Natural History to study Spanish American Civilization.

   b. Luncheon at the Jai Alai Restaurant. After dating the owner and the "mozos" joing to sing songs.

   c. Spanish picture showed at the High School Auditorium for all the Spanish Classes and all those interested in Spanish culture and history. Full attendance from High School classes through graduate students.

   d. Spanish dinner given in honor of the graduating Spanish Majors.

3. Recommendations:

   a. Placement tests to be given to the incoming freshmen.

   b.. Extra grammar courses to be organized for the frehsmen and any of the old students in need of it outside of the hours devoted to Spanish Civilisation and Literature.

   c. Language Laboratory should be covered at all times by a trained student, either from the language majors or from the audio-visual department to allow these freshmen to get to the laboratory at least two hours a week and as many hours as they need, to help their aural difficulties.

   d. To allow teaching time to the teachers who prepare tapes for the use of the Department.

   e. That classes be kept within the limit of 15 in order to be able to do professional and really supervised work.

   f. That more budget be allowed to Spanish books, specially now that graduate class need material to work with at graduate level.

   g. That no more than three levels be assigned to a teacher.

   h. That teachers be allowed to keep on working on courses that they have developed, so that they can better them, and not have to be experimenting

and organizing courses from scratches, semester by semester.

- i. To make programs as compact as possible and within the possibilities to allow one day free so that teachers be able to prepare their lessons to their satisfaction and keep on growing by being able to work at the libraries of other centers of culture and thus serve the students better.

- j. That a Course for Methods of Research in Spanish be established, where students can learn how to prepare a bibliography, an outline, take notes and organize an Essay.

- k. That Masters degrees be awarded to students who make 30 points of graduate work, take a written examination of 8 hours, and an oral examination of one hour or more, after submitting an Essay on a subject duly approved by the Department, and that has been written under the supervision of one or more members of the department. In other words, the pre-requisite of the year abroad should be eliminated.

- l. That the number of Social Affairs of the month of May be limited to allow the teachers to be able to round up classes, read term papers, prepare and correct examinations, compute and hand in grades and write reports, without so much pressure.

- m. That the Chairman of the Foreign Language Department not be assigned more than 6 hours of teaching to give her the opportunity to attend to the other multiple duties entrusted to her hands.

- n. That there be a Department Secretary to take care of all the mechanics of running the department.

4. Conferences; etc.

   - a. Juan de Castellanos. Congress of Poets. Puerto Rico, Sept. 60.

   - b. Discussion leader. Puerto Rican Conference. New York University.

   - c. Preparation of Material for the Audio Lingual Digest in Spanish published by the Educational Audio Visual Inc., Pleasantville, N.Y. (four records are published during the School Year)

   - d. Preparation of tapes for the book Conservational Spanish Review Grammar by Professor Mondelli of Iona College.

5. Articles:

   - a. About the first book published in Puerto Rico. Inst. of Culture

   - b. The "jibaro language" before Alonso.

   - c. The science of folklore in Puerto Rico

   - d. Malaret, the philogist (to come out in a book containing articles of other authors, about Malaret)

6. In Preparation: (books)

   a. Elements of Practical Phonetics in Spanish. A text for the use of classes in Introduction to Spanish Phonetics and teachers in general.

   b. To appear soon Poetry of Puerto Rico before 1843. Published by the Institute of Culture of the Government of Puerto Rico.

7. Research projects:

   a. The Almanacs and Albums published in Puerto Rico from 1843 to 1872.

   b. Ruben Dario in Habana

   c. The Diary of De Hostos.

   d. De Hostos in New York

8. Club. La Tertulia.

   a. The Spanish Club dedicated Thursdays from 11:30 to 1:30 to have members eat together at the Cafeteria separate room.

   b. The Tertulia had a booth at the Fair entitled Fiesta in Puerto Rico.

   c. A Christmas play was presented at the first-gathering of La Tertulia in Celebration of the Epifany.

   d. A dramatization of a Romance Fronterizo was presented in honor of the returning senior class.

   e. Improvement has been attained in the presentation of the gatherings. We possess two punch bowls and punch cups. The table is set with lace table cloth and flowers adorned it. Still we are pleading for our own corner where a guest could be invited and where students can meet casually, where they have magazines, records, tapes and find their students all speaking Spanish.

   f. It would seem better if more than one member of the department should be in charge of the Tertulia this coming year, since we have more students.

   g. Time devoted to the Club should be allowed to the teachers as part of their schedule.

9. Other cultural activities:

   a. Member of the Puerto Rican Cultural Center of New York

   b. Member of the Committee of the Puerto Rican Book Fair

   c. Member of the Scholarship Committee of "La Prensa"

10. Plans for the Summer:

a. During the month of June I will go to Puerto Rico, for two weeks.

b. From July 24 through August 31st I will teach four mornings per week at Long Island University.

c. The rest of the time I will try to finish some of the work already started and keep on the projects.

I.will be available at all times (except for 2 weeks to interview any new student or do any other thing that be necessary for the Department while you are away. Just order.

Field Trips

The Cloisters, Hispanic Society Museum; dinner in Spanish restaurant, New York; December 6, 1960.

Freshman and Junior Class-New York, Don Quijote, Russian film.

Freshman Class, (Junior Class had attended separately) Casa Hispanica, Columbia University. Conference by Latin-American poet Jorge Carrera Andrade. Graduate Class, November, 1960.

Casa Hispanica, Columbia University. Conference on Velasquez, illustrated with slides, Spring, 1961, evening. (Scattered students from all classes.)

MEETINGS

Modern Language Association, December 27 to December 30, Philadelphia, Pa.

Latin America, Evolution or Revolution-4th annual Institute for Social Studies Teachers, March 7, 1961. Paterson State College

Northeast Conference on the Teaching of Foreign Languages - New York, April 14, 15, Hotel Commodore, N.Y.

Lectures - Newark Kiwanis Club, August 11, 1960: The Cuban Problem.

Professional Activities

Dr. Amaral will be director of the Spanish House, Western Reserve University June 16-July 30, 1961

Laboratory

The Department has used the laboratory extensively, but there is a need for work scholarship students working as technical teaching assistants. These should be freely available to a teacher at the beginning of each semester upon request for a determined number.

M.S.C. Library

To bring the library up to date in available basic books published before 1950, we need at least $10,000 and a budget of $2,500 yearly, as we are dealing with several countries, some of which, like Mexico, Argentina and Chile have flourishing editorial houses.

Recommendations

Spanish room for Club activities
Spanish House
More courses in Latin American literature and Culture. Time can be made available for wider scope of courses by giving three credit courses instead of four, and by using the credit hours available for increasing the range of the Latin American program.
Room in the High School for exhibits, discussions and teacher training and tutoring. This room is to be used for storing materials, preparation of lessons, guidance of college seniors in the methods course.

Spanish Honor Society

Montclair State has been granted a charter for a chapter of Sigma Delta Pi, the national Spanish honor society. Seven students were accepted as charter members.

The installation ceremony took place at the Friar Tuck Inn with the attendance of Dr. Jose Martel, National Vice-President of the society. The charter members are Mrs. Stamos, Miss Godoy, Miss Shevitz, Miss Thomas, Mr. Dodge, Mr. Gilbert, and Mr. Koehler. The adviser is Dr. Amaral.

Grouping

One of our most immediate problems is the number of students in each class. The present Freshman class (23) should be kept in two groups. This group is slow and it needs a great deal of practice in order to achieve the necessary mastery of the language. If each student uses fully the time allowed, he would have completed only about eighty minutes of conversation by the end of the semester in a group of 23. The most elementary daily practice is impossible under these conditions.

The Spanish faculty does not have any preference about grouping. We feel that heterogeneous grouping is advisable and does not offer any special problems. Because of experiences we have had with difficulties stemming from homogeneous grouping, we are not convinced of its usefulness.

Observations

Students have complied with the observations required by the department. All of them have been tutoring or have given extra hours of conservation practice to the Freshman class. Some Junior students have also tutored outside the College with great success. They have substituted work in the high school when necessary with fair results.

Work Scholarship Students

One - Dr. Amaral
One - Prof. Cannizzo
One - Prof. Fernandez
One - Dr. Rivera
One - Spanish office: general work: Mailing, filing, storing, records, phone, ordering.
One - Laboratory assistant: record keeper, curator for methods class. (Dr. Amaral)
One - Technical teaching assistant for preparation of tapes (Prof. Fernandez)

Caroline Vogel and Louise Vasvari will continue working for Miss Cannizzo and Dr. Rivera, respectively. As some of the Freshman have promised to learn typing during the summer, we will wait until then to make final arrangements about the others. Judy Cohen will be in charge of general office work and the mail, as before.

Camp Wapalanne

Miss Patricia Medina, the director of the Spanish House at Douglass College, was kind enough to come to Montclair to give our students one lesson in performing a Spanish dance. The students enjoyed the experience and Miss Medina was impressed by their command of the language.

Miss Cannizzo spent several days in camp. Unfortunately, I was sick that week and the Spanish students were alone for two days.

To Dr. Carolyn E. Dock, Chairman, Department of Foreign Languages
From Edith Lenel

Re: Annual report school year 1960-61.

During the school year 1960-61 I taught German 201 and German 402 in the first semester, German 202 in the second semester. The enrollment in 201 was 3 students, in 402 also 3 students. German 202 was taken for credit by one student and, as an auditor, by another student.

Since I have reported at length on contents, methods and experiences in teaching these courses in the attached report to Dean Huber, I will not repeat myself here.

However, regarding the experience with the students of course 201 who quit as German minors at the end of the semester, I believe some basic difficulties which may reappear come to light; One of the students - a major in Spanish and a minor in French and of native German language background took German 201 as an elective to round out her literature and language education. The 2 other students were of native American background who had had some German in H.S. and had started as German minors in the previous year. Needless to point out that the difference between these students in their ability of handling German was excessive and that the instructor's task to teach equally interestingly and profitably students of such varying ability was wellnigh impossible to solve. Furthermore, there was no inclination on the part of the German speaking student to make the best of the opportunity and to do extra work commensurate with her ability. As a matter of fact, even the assignments given all students were frequently done carelessly by her and not at all up to the level of her natural and quite considerable ability. Compared with what the 2 other students were able to produce, her work was still so much better that I could not chastise her indolence by the sort of grades she ought to have received; in other words, I was unable to challenge her.

Of the two other students, one should probably never have been accepted as a German minor because of insufficient preparation in H.S. In spite of great conscientiousness and industry all through her German college courses, her aptitude for a foreign language was too average to permit her to catch up with her better prepared classmates. Her marriage last fall and the new interests and obligations that his event brought into her life were probably the decisive factor to make her give up the race. The third student, an English major, who had the most preparation in H.S. of those starting as German minors in 1959-60. was incurably careless and uninterested in improving his woefully inadequate handling of elementary problems of German. With his interest in literary aspects of language study in which he was good, I was unable to make him do the necessary tedious work of drilling and reviewing the elements of German.

Naturally, I could have lowered my standards as to the ability of speaking and writing a fairly acceptable German, and had these students studied German to round out their cultural and literary education, I might hot have hesitated to do so. However, they had chosen German as a subject to teach, and I strongly felt that I should have done a grave disservice to them, to the reputation of our college, and to the schools where they might have been subsequently appointed to teach if I had given in and required less.

In connection with the teaching of German 201 last fall I want to mention an additional factor contributing to the difficulties of this class. It was scheduled for the afternoon hour from 2:30 to 3:20 when the students usually were dead tired, almost ready to go to sleep. I realize that no instructor will have a liking for this hour, but teaching the skills which the command of a foreign language needs requires freshness of mind and power to concentrate. Such a class ought not to be scheduled for the 7th period. Furthermore, it had to be taught three times a week in one classroom, once a week in another room where student assistants prepared geography instruction in the back of the class, naturally not without talking and other noise. At my complaint, another classroom was assigned for this day. I know that the cramped conditions of the college do not allow for a classroom solely for the teaching of German. I must point out, however, that the external conditions under which German 201 had to be taught last fall were not conducive to a good teaching and learning situation.

The problems as I see them demonstrated by the failure of the first semester are two: 1) Can and shall we go on to stick to standards of achievement even though they may discourage students in the group minoring in German which is far too small anyway? 2) What can we do for students of more or less fluent German language background who ought to have a chance to study German literature in a way that genuinely challenges them?

I have no solution to the first problem but the personal answer I gave this past schoolyear. In regard to German speaking students, my suggestion is the introduction of a course on the 300 level. We shall need such a course in all circumstances when German is going to be changed to a major field. We ought to offer such a course to students with native command of German who either want it as an elective to round out their general education or to those having chosen German as a minor who are too advanced to be sent to 201 and 202 in which German minors of American background are still struggling with elementary problems of language command even though the curriculum does and must call for reading literature.

I want to repeat my request in last year's annual report that a routine solution be worked out to the problem of German speaking students who want to be certified for teaching German. Since it is a waste of their time to send them to courses 101 and 102, and since even 201 and 202 may be too elementary for them, there is only 402 with 4 points of credit to be earned. Yet they need 18. They are the best and most natural language teacher material the college can train, and we ought to be able to encourage them without their running into difficulties as to credit points.

It seems to me that in cases of graduates of German secondary schools (Gymnasium of various types) these students should automatically receive 12 to 16 points credit since the amount of German literature and history which they have formally studied in a German gymnasium (regardless of the type) assuredly equals what we here can accomplish with our German minors of American background. (I want to add in parenthesis that graduates of German secondary schools are usually given Junior status in American colleges.)

In cases when youngsters have only partially gone through a German secondary school but still have good command of the language, an examination may be advisable to determine how much they formally know about German literature and civilization. However, the possibility to take such an examination ought to be established as a routine matter and the question of credits to be granted decided by the outcome of the examination.

Since the number of students enrolled in German courses numbered 10 at the beginning of the school year, an attempt was made to form a German club. With the exception of the pre-Christmas meeting which took place in my home, one cannot claim that the meetings were successful. They have to compete with too many other activities on the campus and the rush of the students to get home or to paid work after school hours. Consequently, the plan for another "Deutsches Programm" which turned out such a success last year had to be postponed. The plan for this year had called for active cooperation on the part of our own students, but it proved impossible to obtain it. After the club meetings were dropped for a while, some of the students themselves uttered the wish for resumption. As it turned out, what the intellectually more articulate and interested students seemed to want were discussions of current events in a wider circle comprising also students of other languages. Justified as such a desire may be, it is not necessary to point out that this cannot be the objective of a German club. It remains for next school year to work out a solution acceptable to the students and in consonance with the goals of a language club.

I think one of the great and lasting impressions of our students of German and those interested in things German was the performance of the first part of *Faust* last February by the Hamburg Staatstheater in New York with Gustav Gruendgens directing and playing Mephistopheles. The German classes proper were prepared by me and encouraged to read Faust - if not in German - then in an English translation.

I succeeded once in organizing a trip to Princeton to see a German film, Zuckmayer's *Des Teufels General*. The German instructor at Princeton University in charge of the German Club there is good enough always to inform me of movies or other performances of interest also to our students.

The college produced two German teachers this year. Even though German is their minor only, they both were determined to find positions in which they could teach it, and with the unfilled demand for German language teachers - the college placement bureau could have filled 14 vacancies this year - they had no trouble to secure positions in which they will teach both, their majors and German, respectively. Both have also done practice teaching in German.

Early in March the National German Contest for 2d, 3d, and 4th year high school students of German was held at Montclair State College for students from the northern part of the state. There were approximately 100 students with their teachers on the campus taking the tests. Dr. Konrad Schaum of Princeton University was in charge of the New Jersey examinations and had asked for my help in arranging for the taking of the tests on the Montclair campus. The following week I participated in the correction and grading in Princeton and was asked to assist again next year.

I welcome the participation in this activity because it is an opportunity to be in touch with the most ambitious secondary school teachers of German and to form a well founded opinion of the standards of the best German secondary instruction in the state.

In connection with this event I want to mention the fact that the New Jersey Chapter of the American Association of Teachers of German has recently founded a workshop which will meet each month of the school year. Among its various objectives is that "to continue and strengthen the articulation between high school and college by discussing common problems, aims, curriculum, etc." I attended the first workshop on May 19th and took along also one of our June graduates who is going to teach German. I was the only college instructor present which was noted with satisfaction by the chairman of the evening. My offer to put down in writing the requirements for a student wanting to minor in German at Montclair and to make these requirements available to the teachers in the state was favorably received. All in all, I hope that these workshop meetings are going to offer the opportunity I have long wished for of regular and informal rapport with secondary school teachers and of programs in which cooperation with them can naturally be established. These meetings also offer the chance to make suggestions and answer questions which teachers would not otherwise put before college instructors.

There took place the old established meetings of the New Jersey chapter of the American Association of Teachers of German of which -due to the rugged weather this winter and the long distances to be travelled at night - I could attend only the spring meeting at Princeton. I did attend with great profit to myself all the meetings of the Northeast Conference on the Teaching of Foreign Languages on April 14 and 15 in New York. I also attended the fall meeting of the college librarians of the New Jersey Library Association in Princeton and the cataloguers' meeting of the Spring Conference of the New Jersey Library Association at Atlantic City. During the Christmas vacation I attended for 3 days the annual meeting of the American Historical Association in New York, which gave me a chance to listen to what is going on in my own field of research and to meet old friends and colleagues.

Various book reviews of mine appeared in the Library Journal.

Respectfully submitted,

Edith Lenel

Report for Dr. Huber on German courses 201, 202, and 402 as taught in 1960/61
From Edith Lenel

German 201 was taught this school year in accordance with the suggestions of the new course syllabus. A modern German drama by Carl Zuckmayer: Das kalte Licht in an American text edition by Frank G. Ryder (Appleton-Century-Crofts, ©1958) was read with detailed attention to the linguistic difficulties as well as to the structure and meaning of the play. Since the plot is based on the problems of atomic espionage by a German refugee in England (Zuckmayer was stimulated by the Klaus Fuchs process) various aspects of serious contemporary problems are treated: Communism as a "religion", but also as the Russian political system versus democracy in Great Britain and U.S., philosophical determinism versus religious faith, etc. While the play, artistically speaking, has certain flaws, its plot lends itself unusually well to discussions of contemporary questions and problems of "values" in which I find our young people deeply interested. Needless to say that these facts make it easy for the instructor to base some assignments and talks in class on topics which are meaningful to the students.

In teaching the course again I would consider reusing this material.

As an example of great short story (Novelle) writing of the 19th century Eduard Morike's Mozart auf der Reise nach Prag was read next. The students were given an original German edition. Notes, comments, explanations of difficult idioms or vocabulary were prepared by the instructor, as far as possible in German, and handed to the class in typewritten form. The reading of this work was not completed during the first semester, and I am not able to tell what the outcome would have been if we could have finished. While especially one student, an English major, showed more literary training and sensitivity than can be expected from students majoring in other fields, appreciating the great literary art and deep human insights of this work is probably beyond the level of maturity of juniors. Also this class - as far as willingness to do the tedious and hard work of ploughing through, and assimilating, a foreign language text goes - simply was not up to the task. I would recommend repeated reading of this text only with caution, that is, only if the students are willing and mature enough to undertake it.

In addition to the work in literature, it was very necessary in this class to attend also to quite elementary tasks of language learning, i.e. grammar review, dictation, etc.

German 202 was taught to other students than the members of 201. Since both students of 202, a fine arts major who took it for credit, and a music major who came as an auditor, had chosen the course as an elective and did not intend to teach German, since in addition, both were of native German background with a still fairly good command of the language, I felt that the choice and presentation of material should be geared to their individual interest. Consequently, I read with them selected dramas, stories, novels, poetry and essays of the 19th and 20th centuries with a view to making them acquainted with some of the great or characteristic works of this period and to teach them to read works of literature of various styles with understanding and appreciation. In discussing the different works something was taught incidentally about German history of literature, but no attempt was made to round out the students' knowledge of facts, dates and literary movements, nor was any emphasis put on systematically correcting and polishing their deteriorating ability to express themselves in German. The artistic sensitivity and maturity of these students (a sophomore and a senior) were much greater than can ordinarily be expected, and coupled with the fact

that it was rarely necessary to check up on their textual understanding, teaching this course was an unusually enjoyable experience not only for the instructor but, I believe, also for the students (who never missed a class unless for a reason beyond their control). The senior working for credit wrote a paper for which I had suggested the topic and given a few pointers, but which she completed entirely unaided. It proved to be a surprisingly mature and sensitive piece of work which showed that the goal at which I had aimed was approached, i.e. to read and interpret a work of literature with real understanding.

I am appending a list of the works read. It will be unnecessary to explain why German 202 cannot be handled in the same manner with a class of students preparing to teach German, who, on the other hand, ordinarily will have much less command of German than this year's 202 students.

Works read in 202

Morike: Mozart auf der Reise nach Prag
Morike: Ausgewahlte Gedichte
Jeremias Gotthelf: Elsi, die seltsame Magd
Friedrich Hebbel: Maria Magdalena
Friedrich Hebbel: Ausgewahlte Gedichte
Adalbert Stifter: Brigitta
Adalbert Stifter: Einleitung zu Bunte Steine
Theodor Storm: Der Schimmelreiter
Gottfried Keller: Romeo and Julia auf dem Dorfe
Gottfried Keller: Kleider machen Leute
Gerhart Hauptmann: Michael Kramer
Hermann Hesse: Neumond
Theodor Fontane: Irrungen, Wirrungen
Carl Zuckmayer: Eine Liebesgeschichte
Hans Carossa: Begegnung mit Rilke (aus: Führung and Geleit)
Rainer Maria Rilke: Ausgewahlte Gedichte
Albert Schweitzer: Ehrfurcht vor dem Leben (Ausmeinem Leben und Denken)
Albert Schweitzer: Rede bei der Verleihung des Goethepreises der Stadt Frankfurt 1928
Thomas Mann: Tristan
Biographical material in Die grossen Deutschen

* * *

German 102: German grammar for teachers was given for the first time and to a class of students with either a native German background or a command of the language (due to a stay in Germany) which we cannot ordinarily expect of our German minors. Therefore, it was clear from the beginning that the needs of these students were not so much actual review and drill of elementary German grammar as explaining and bringing to their consciousness the typical differences between English and German syntax and patterns of speech. It was felt that simultaneously problems of language teaching methods could be broached to prepare them for the difficulties they might encounter in their practice teaching.

In carrying out this program, no one single grammar was adopted but four introductory German texts of recent vintage and based on the new linguistic ideas of teaching foreign languages as well as four older texts (for college or H.S. use) were put at the students' disposal. (List of texts used see below). After the essential chapters of grammar, word formation etc. had been reviewed in the sense indicated above with students being given written assignments from one class period to the next, a second review was carried out by letting the

students take over the teaching with the other students and the instructor forming an audience that was permitted to be slow, dense, and obstreperous. My impression was that this way of handling reviews was particularly effective.

Since this class was the first one of German minors to complete the entire course and had been taught courses 101 through 202 according to the old syllabus, the students had had little of modern German literature. In order to remedy this deficiency to a certain extent outside reading with written reports on "Novellen" of the 19th and 20th centuries were assigned additionally to work on grammar problems and translations from English to German. Also, dictation texts for the still necessary drills in spelling and punctuation were deliberately chosen from the great literature of personal letters and speeches (e.g. Moltke, Bismarck) to introduce the students to these genres.

It will again be unnecessary to point out that this course will have to be taught differently to students of English language background and less command of German. I recommend the adoption ofthe following grammar with exercises: Hans Schulz and Wilhelm Sundermeyer: Deutsche Sprachlehre fur Auslander. Grammatik and Ubungsbuch fur Fortgeschrittene, 17. Aufl. Munchen, 1960.

Texts used in 402:

Hofe, Harold von: Der Anfang, understanding and using German, New York, 1958.
Mueller, Hugo: Deutsch, erstes Buch, Milwaukee, 1958.
Homberger, Conrad P. & John F. Ebelke: Foundation course in German, Boston, 1958.
Rehder, Helmut & Freeman Twadell: German, rev. ed., New York, 1958.
Greenfield, Eric V.: German grammar, New York, 1944.
Chiles, James A. & Josef Wiehr: First book in German, Boston, 1935.
Holz, Margaret E.: Mein erstes deutsches Buch, Richmond, 1934.
Huebner, Theodor & M. Newmark: A first course (a second course) in German, 2v., Heath, 1952/53.
Reference grammar for Germans which was acquired by all the students
Jude, Wilhelm K.: Deutsche Grammatik, 9. Auflage, Braunschweig, Westermann, 1960.

Respectfully submitted

Edith Lenel

German 101-102: German Civilization: 1st and 2nd Semesters of the year 1960 1961, MWF, 10:30 a.m. Language laboratory, 1st semester, Thursday, 11:30 a.m.; 2nd semester, Wednesday, 3:30 p.m.

Bibliography:

Harold von Hofe, *Im Wandel der Jahre*, New York, Henry Holt.
Lehmann *et al*, *Review and Progress in German*, New York, Henry Holt.
Bertolt Brecht, *Kalendergeschichten*, New York, W.W. Norton
Franz Kafka, *Die Verwandlung*, New York, W.W. Norton.
Arthur Schnitzler, *Anatol* (3 Szenen) and 2 other stories, New York, W.W. Norton.
Stefan Zweig, Schachnovelle, New York, W.W. Norton
Extra home readings: Erich Kaestner, *Die verschwundene Miniatur*,
Rainer Maria Rilke, selected poems
Wolfgang Borchert, selected stories
Bertolt Brecht, *Die unwurdige Greisin*
" " *St. Joan of the Stockyards and other plays*
Bertolt Brecht, the Man and his Work
Elisabeth Langgaesser, selected stories
Werner Bergengruen, *Der Wolf*

Partial reader in second semester: Fleissner & Fleissner, *Kleine deutsche Literaturgeschichte*

Assignments:
1) At least one dictation in German per week.
2) Questions on the content of the texts prepared to be answered in German for each class meeting. The answers were handed in for correction.
3) At least one quiz per week on the literary works studied and alternate weeks one quiz on the grammar studied in the language lab. from the tapes accompanying the Lehmann *et al* Grammar.
4) On Monday mornings, reports were read by the students on the extra home readings covered over the weekend. These were later corrected.
5) During the 2nd semester, monthly compositions on themes selected from the readings.

Enid M. Standring

MONTCLAIR STATE COLLEGE
Department of Home Economics

Report to the President
Academic Year
1960-61

I. Trends and Developments:

The Home Economics Department consists of five full time faculty members; total undergraduate majors number 125. In addition, part-time and extension students were enrolled in fall, spring and summer sessions totaling 56. The number of desirable candidates making application for the Home Economics Department continues to increase. It is most satisfying to realize that applicants for this department are no longer in the majority from the lowest quartile of all applicants.

The demand for us to begin a graduate program in this part of the state may force us to begin thinking towards an increase in faculty in order to be able to do this.

Some progress was made towards accomplishing many of the objectives set forth last year in the annual report.

1. Work was begun on a statement from the department setting forth aims and implementation of the student-teaching program.

2. A placement test was developed and administered to the freshmen in the clothing and textiles area. Students were sectioned according to rank on the test.

3. Criteria were set up for each department member to use in interviewing incoming freshmen. More work needs to be done in this area.

4. Course content was studied in an attempt to avoid repetition of subject matter and to be certain the students are being given as many opportunities as possible for growth and development.

II. Special Features and Accomplishments

A. The most notable accomplishment of the Home Economics Department this past year has been in an expansion in number of students and a firming up of the whole curriculum. It was the first year that there were no faculty changes. The department has passed from its groping days of infancy to at least a full-fledged adolescent.

-fledged adolescent.

B. For the first time it has been possible to coordinate the junior methods course and the college high classes. Junior students occasionally assisted in the teaching of the 8th grade classes.

C. The first group of home economics sophomores spent one week at Camp Wapalanne as part of the all-college plan that all sophomores are to participate in the outdoor education program.

D. Students registered in Home Economics 301, Child in the Family, under faculty supervision held a one day nursery school in the recreation room of the Home Management House. The venture proved successful. However, we shall continue to investigate many possibilities for student experiences with pre-school children before making a recommendation regarding nursery school experience.

B. Contribution for in-service teachers.

1. One late afternoon class was offered by the department each semester for in-service teachers. The fall course was "Current Practices in Teaching Family Living" and the spring "Methods of Teaching Home Economics."

2. Our first summer workshop was offered summer session 1961. It was entitled "Workshop - the Retarded Educable in Home Economics." A brochure was prepared as an outcome of the class. It was printed and distributed at the Curriculum laboratory in Trenton.

3. Follow-up visits were made to seventeen first year graduates of the department. One graduate of two years ago who accepted her first year home economics teaching job was also visited.

4. The possibility and feasibility of offering a master's degree program in cooperation with the Home Economics Department, Douglass College, is being studied.

C. Contributions to the community.

1. Faculty members serve as consultants to New Jersey schools for curriculum studies, building plans, and in a variety of other ways.

2. Career Day talks were given at schools, County Extension Service meetings and to other groups.

3. Home Economics High School teachers continue to bring their students to the department for visits.

4. Numerous talks were given to different groups by members of the department. In addition, the faculty served as judges for contests held by local, state and national organizations.

5. The chairman of the department served as a member of the steering committee with the state supervisor of home economics for planning the revision of the New Jersey Home Economics State Guide.

D. Service to College

1. Home Economics majors continue to plan and execute the administration teas on campus.

2. Students and faculty cooperate with other departments serving in many capacities -- hemming draperies, helping with interior decoration problems, food services, etc.

3. Faculty members serve on all college committees.

E. Special Activities

1. Open house is held by the students for their parents during the time the students reside in the Home Management House.

2. Parents of students and Montclair faculty members are often guests at meals served in Home Economics course 201, Meal Planning.

F. Faculty Accomplishments

1. Special committees and offices held.

a. President-elect of N.J.H.E.A.
b. Secretary, Clothing and Textiles section of A.H.E.A.
c. Chairman, National Steering Committee of College Teachers of Clothing and Textiles
d. Advisor to social sorority on campus
e. Juror for American Film Festival
f. Secretary, N.Y.U. Chapter of Omicron Nu, Honorary Home Economics Sorority
g. Treasurer of Omicron Nu
h. Executive Board of Home and Family Life Organization, Columbia University
i. Member of Executive committee of Tri-State Council on Family Relations
j. Member of scholarship committee, N.J.H.E.A.
k. Chairman, Family Relations and Child Development Section of N.J.H.E.A.

2. National, State & County Meetings

The department was represented at 25 different professional organization meetings during the school year. The faculty actively participated in many of these.

3. Articles and bulletins published

(a) Forecast for Home Economists, September, "Teaching Foods on a Meal Basis," Doris Ruslink.

(b) Forecast for Home Economists - April - "Selling Nutrition to Teenagers."

4. Professional advancement

One member of the department attended summer session working towards an advanced degree; two taught summer sessions at other colleges as visiting professors.

Practically all of the faculty have accepted during the year challenging jobs as discussion leaders, workshop leaders, organization chairmen, etc. They are active professionally both locally and state wide.

III Problems and Recommendations

A. Curriculum needs

1. There is still a need for additional courses to be offered as electives in the areas of sociology, psychology and economics that home economics majors can elect.

2. Course sequence in the Home Economics curriculum needs to be examined carefully and some solution found to the problem of heavy departmental requirements the fall semester junior year.

B. Major needs for space and equipment

1. Office space - the need has become rather acute with four faculty sharing one office. It is almost impossible to locate space for a student-teacher private conference.

2. Storage space. As the department increases and more illustrative materials are collected, there is a need for space to store equipment and illustrative materials.

3. Student work room. The department has allowed the laboratories to be opened for student use at times when classes are not in session. This has proved unsuccessful. If the labs. are closed to students for outside work hours, come space will need to be made available for preparation as well as work time for those unable to keep up with class activities requiring equipment.

C. Problems of the Department

1. Teaching load.

If the 15 hour teaching load cannot be lowered, it would be desirable if contact hours could be the basis for calculating semester hours load. The 2/3 credit given for laboratories which require more preparation in many instances than do lectures is unrealistic. Additional time is needed for work with students, planning, advising and supervising.

D. Objectives for the following year.

1. Continue evaluation of student teaching program.
2. Develop brochure for explaining Home Economics to high school students and counselors.
3. Continue studying the possibilities of a home economics graduate program.
4. Continue to actively recruit outstanding high school students to home economics.
5. Plan a long term college high school program including curriculum, facilities needed and possibilities of team teaching.
6. Analyze storage of equipment and supplies and make some definite provision for their safety and upkeep.
7. Continue work on placement exams for incoming freshmen. Investigate the possibility of remedial no-credit courses for students deficient in skills.

Montclair State College
Department of Industrial Arts
Report to the President
Academic Year
1960 - 1961

Development and Trends

1. There are now eighty-three men registered for graduate work. This is approximately a ten per-cent increase over the preceding year.
2. This year we admitted fourty (40) men who will major in industrial arts.
3. Eighty men are registered in our certification program.
4. A new Do All metal cutting saw was secured from the company at no cost to our college.
5. Some new equipment was secured for our electrical area, such as voltmeters and ammeters.
6. Tool panels were painted and repaired.
7. There is a great shortage of industrial arts teachers in the State of New Jersey. We will do our part to meet the situation by admitting approximately fifty men instead of the usual forty.

Special Features and Accomplishments

1. The industrial arts staff meets every Wednesday afternoon to discuss departmental problems.
2. The Industrial Arts Guild published three editions of a newspaper which was sent to every industrial arts teacher in the state.
3. The industrial arts majors from the senior class again produced a mass production product. This innovation was introduced in an effort to better help the men understand industry.
4. Epsilon Pi Tau held two professional meetings and sponsored a spring dinner. Next year we expect to induct about fifteen mem into this honorary organization.
5. Freshmen applicants were interviewed whenever possible. The number is now so large it is almost impossible to devote the time necessary to good counseling.
6. The co-operating teachers of our Junior Practicum were invited in for dinner and a discussion of the problems related to supervising student teachers.
7. The co-operating teachers which helped us with our seniors were also invited in for dinner and a seminar on problems encountered in supervision.

8 The Industrial Arts Guild again participated in the College Carnival The Sophomore Class assumes most of the leadership in this annual event

9 Three of our staff members attended the National Convention of the American Industrial Arts Association

10 All six of our staff attended the New Jersey Vocational and Industrial Arts Convention held in Asbury Park in mid-March

11 The Industrial Arts Department had displays at both the Asbury Park and New Jersey Education Association Conventions

12 A fireplace and patio was designed and built by the Industrial Arts Department This is a contribution by the department which we feel will be used by all college organizations

13 Mr Tressler served as Buildings Co-ordinator for the college administration

14 The Industrial Arts Department sponsored two professional meetings during the school year

Problems and Recommendations

1 There is a shortage of industrial arts teachers in New Jersey Our present facility was planned for eight (80) majors

2 It is recommended that a study be made to determine the extent of the shortage of teachers in our area of work so that we can begin to plan additional laboratories

3 There is need for planning for the replacement of equipment and machines that are worn out or which will be in a relatively short time A certain amount of money should be allocated for a yearly planned program of replacement

4 The industrial arts staff is increasing in size as our freshmen classes get larger More office space is needed

5 Our department is the only one on the campus that does not offer a non-professional course that could be taken by the general college student If free electives are to be offered as stipulated in the catalogue. then it is necessary for our department to offer this type of course

6 The floors in the woods and crafts area is in need of refinishing It is recommended that this wooden floor be sanded and refinished during the Christmas holidays

MONTCLAIR STATE COLLEGE

Department of Mathematics

Report to the President
Academic Year
1961-1962

I. General Trends

The Mathematics Department of Montclair State College was selected by the Mathematical Association of America to participate in a survey of undergraduate departments of mathematics. The survey was carried out by the National Opinion Research Center with offices at the University of Chicago. A fifteen-page questionnaire was completed and the results discussed with an interviewer from the Research Center.

On September 30, 1961, the Mathematics Department served as host for a sectional meeting of the Association of Mathematics Teachers of New Jersey.

During the Fall semester Mr. Clifford and Dr. Maletsky led an experiment involving the use of the Continental Classroom films on statistics and probability in course in statistics which is required of all mathematics majors. The films were shown in between half and two-thirds of the class meetings. The experiment was carefully considered, modified several times during the semester, and appeared to prove that such films were not suitable for the purpose for which they were used. A detailed report of the experiment was submitted by Mr. Clifford.

The requirement of credit in high school solid geometry or in a college course in solid geometry has been tested over several years and found to be ineffective due to the wide variation in the scope of high school presentations of solid geometry. Accordingly, the Mathematics Department initiated a testing program whereby a student must either demonstrate his proficiency in solid geometry or take the college course. The Cooperative Solid Geometry Tests of the Educational Testing Service were used and achievement at least equivalent to the median score on the national norms for eleventh graders was required. It is expected that with faculty encouragement more and more of the students will satisfy this requirement with the proficiency test rather than take the course.

The secretarial work of the Department has been noticeably improved by the addition of a part time secretary (Mrs. Stockton) whose services were shared with the National Science Foundation programs.

With Dr. Sobel as director, the Mathematics Department and the National Science Foundation (NSF) have sponsored inservice programs throughout the year for both junior high school and senior high school teachers. Special lectures open to the general public were given on

March 3, 1962 by Bruce E. Meserve and on March 17, 1962 by Veryl Schult. The NSF Summer Institutes for junior and senior high school teachers continued to attract teachers to Montclair State College from all over the United States. The NSF also sponsored a College Conference for two weeks on the Teaching of Geometry. Dr. Meserve served as the principal instructor; Dr. Pettofrezzo served as director. Thirty college professors from all over the United States participated. Reports of these special programs have been submitted by their directors.

The most serious trend is the continued growth of the student body and the staff of the Department without any additional allowance for the departmental administration. This growth has made it impossible for the chairman to provide the leadership and supervision that is particularly needed for the sound growth of a department with only about half of its staff members on tenure.

II. Departmental Data

The analysis of enrollments and other statistical data is included in the office of the Registrar's Annual Report to the President and will not be duplicated here.

The members of the instructional staff are shown in the following array where F designates full time, P designates part time, and -- indicates that the person was not teaching that term:

Name	Fall	Spring	Summer	Summer NSF
Dr. Meserve	F	F	--	F
Mr. Clifford	F	F	--	--
Dr. Sobel	F	F	--	F
Dr. Pettofrezzo	F	F	--	F
Dr. Maletsky	F	F	P	P
Mr. Humphreys	F	F	P	P
Mr. Williams	F	F	F	--
Mr. Anderson	F	F	F	--
Mr. Bening	F	F	--	--
Miss Brand	P	P	--	--
Dr. Edwards	--	--	P	P
Mr. Liebschner	F	--	--	--
Mr. Bosman	--	F	--	--
Mr. Cohen	--	P	--	--
Mr. Gouss	--	P	--	--
Dr. Allen	--	--	--	P
Mr. Devlin	--	--	P	P
Miss Cotter	--	--	--	F
Dr. Syer	--	--	--	F
Dr. Rourke	--	--	--	F

III. Individual Staff Reports

Staff members are hereby provided an opportunity to include an individual report if they wish to do so.

Report of Dr. Meserve

Professional activities have continued at a very high pace including: president of the Montclair State College Faculty Association, president-elect of the Association of Mathematics Teachers of New Jersey, vice president and chairman of the Committee on Financial Policies of the National Council of Teachers of Mathematics, and lectures to professional groups in many states from Maine to South Carolina and California. My writing has also continued with the publication of several articles and three books: SOLID GEOMETRY and SUPPLEMENT ON SOLID GEOMETRY (with Kenneth Skeen) by The L W Singer Co. and MATHEMATICS FOR SECONDARY SCHOOL TEACHERS (with Dr. Sobel) by Prentice-Hall, Inc.

Report of Mr. Clifford

Activities at the College included participation in the National Science Foundation program in Mathematics, Committee activity on the Mens Athletic Commission and on the Honors Committee and using the Continental Classroom films on Probability and Statistics as the major medium of instruction for the classes in Mathematics 307.

Mr. Clifford served the American Statistical Association as Chairman of the Committee on Audii-Visual Aids, prepared an exhibit for the annual meeting, and delivered a talk on the same subject at this meeting. He was selected as a member of the Associations Committee on Education.

In the American Society for Quality Control, Mr. Clifford continued as a National Director, and as Director of Education and Training for the Society. In this capacity he organized three management seminars which were held in New York City, Chicago and Los Angeles. He also organized seminars in Quality Control Engineering which were held at Northeastern University, the University of Wisconsin and the University of Michigan.

In the International area, Mr. Clifford continued to serve as Cahirman of the ASQC Committee on International Cooperation. In this capacity he organized programs for visitors from Spain, India and Italy. During the summer of 1962 he spent six weeks in Mexico as a consultant to the Mexico Productivity Center, holding seminars in Mexico City, Leon, Puebla, Guadalajara and organizing the programs in Torreon and Monterrey.

Report of Dr. Sobel

Publications

"Different Methods of Multiplication - A Lesson for Slow Learners", Updating Mathematics, Croft Publications, October 1961

Mathematics for Secondary School Teachers, Prentice-Hall, 1962 (Co-author)

Talks

Fairmont School P.T.A., Hackensack, Sept. 21, 1961; "The Modern Mathematics Program"

Middle Atlantic States Junior High School Conference, Atlantic City, Sept. 26, 1961; resource person on mathematics panel.

Epsilon Pi Tau, Omicron Chapter, Montclair State College, Oct., 1961: "The National Science Foundation and its Relation to Education"

Northern Valley Regional High School, Demarest (Annual Professional Day), Oct. 12, 1961: "Current Trends in Mathematics"

Workshop of State Federation of District Boards of Education of N.J. , Atlantic City, Oct. 21, 1961: "Evaluation of New Programs in Secondary Education"

St. Peters College, Jersey City, Dec. 2, 1961: "A Modern Program of Mathematics for the Junior High School"

James Caldwell High School, Caldwell, Jan. 8, 1962: "The Evolving Mathematics Curriculum"

Washington High School, Washington, Jan 18, 1962: "The Evolving Mathematics Curriculum"

Bergen County Secondary School Principals' Association, Paramus, Jan 24, 1962: "The Role of the Secondary School Principal in the Current Revolution in Mathematics"

Eastside High School, Paterson (Assembly Program) Feb. 16, 1962: "The Beauty of Mathematics"

Aphesteon, Montclair State College, March 1, 1962: "Curriculum Developments in Mathematics"

Rochester University, N.Y., March 6, 1962: "A Program in Mathematics for the Slow Learner"

Fairlawn (N.J.) Memorial Junior High School P.T.A., March 20, 1962: "Modern Trends in Education - Mathematics"(panelist)

Association of Mathematics Teachers of N.J., Bridgewater-Raritan High School, March 24, 1962: "Recent Developments in Contemporary Junior High School Mathematics"

Highbridge Elementary School, May 3, 1962: "A Modern Program of Elementary Mathematics"

In addition to the foregoing, I spoke on various aspects of modern mathematics to in-service groups in Collingswood and Hackensack.

Professional Meetings Attended

New Jersey Education Association: annual meeting in Atlantic City, Nov. 9-11, 1961.

Association of Mathematics Teachers of New Jersey: Sept. 30, 1961, Montclair State College; Feb. 3, 1962, Paramus High School; Mar. 24, 1962, Bridgewater-Raritan High School; Apr. 1962, Paterson State College.

Mathematics Association of America, N.J. Section; Oct. 4, 1961, Jersey City.

Others

(a) National Science Foundation
Director and instructor in 1961-62 In-Service Institute
Director of 1962 Summer Institute
Panelist to evaluate proposals; Washington D.C., Sept. 7-9,1961

(b) School Mathematics Study Group
Member of panel on adjustment of programs of students of average and below average ability. I received released time to conduct an experiment with six local high school teachers during the course of the year. During the summer of 1962 I spent 8 weeks at Stanford University as a member of the writing team preparing experimental materials.

(c) Appeared with a group of College High School students on one of the N.J.E.A. television programs.

Report of Dr. Maletsky

Served as chairman of the Sectional Meeting of the New Jersey Association of Mathematics Teachers held at Montclair.

Served as co-editor of the New Jersey Mathematics Teacher

Attended the regular meetings of the New Jersey Association of Mathematics Teachers

Spoke at the annual meeting of the National Council of Mathematics Teachers in San Francisco

Held the position of assistant treasurer in the Montclair Alumni Association

Wrote several book reviews for publication

Gave numerous talks and workshops in junior high school mathematics to various groups

Spoke on careers in mathematics at the East Paterson High School

Report of Mr. Anderson

Reviewed Set Theory: The Structure of Arithmetic by Hamilton and Landin for the New Jersey Mathematics Teacher, March 1962.

Conducted a seminar jointly with Dr. Pettofrezzo on desk calculators at the conference of college mathematics teachers held at Montclair State College, June 1962.

Assisted with advising for the mathematics department during summer school registration.

Attended conference of college mathematics teachers at Montclair State College as a participant, June 1962.

Attended two meetings of the Association of Mathematics Teachers of New Jersey, September 1961 and November 1961.

Attended the summer meeting of the National Council of Teachers of Mathematics, Madison, Wisconsin, August, 1962.

IV. Recommendations

The usual telephone and administrative problems continue. The major recommendation is for the opportunity to revise our departmental course offerings to implement the goals of the Teacher Training Panel of the Committee on the Undergraduate Program in Mathematics as approved by the Mathematical Association of America and the National Association of State Directors of Teacher Education and Certification.

Respectfully submitted

Bruce E. Meserve

Bruce E. Meserve
Chairman, Mathematics Dept.

Montclair State College
MEDICAL DEPARTMENT
Report to the President
Academic Year
1961-1962

Montclair State College has been challenged to provide an adequate constructive health program.

Objectives

The objectives of the health services are:

1. To create a healthful environment and an atmosphere in which students can develop physically, mentally, and socially.
2. To provide ways so that administrators, faculty, and others on college campus may work together for the total healthy program.
3. To facilitate the application of health knowledge to daily living in the Medical Department, on campus, in classrooms, and the community.
4. To safeguard the health of students, faculty, and staff through the prevention of communicable diseases.
5. To develop well-adjusted students.
6. To give assistance to college students to assume responsibility for their own health.
7. To provide scientific knowledge through a well-planned integrated program of health education.
8. To provide loss of time and study through the development of personal and community health.
9. To develop a single policy of healthful living on campus.

Scope of Health Program

1. Complete physical examination of each student entering college. This is a Matriculation requirement and must be completed before beginning of school program.
2. Provision of medical care for emergency and ambulatory types of illness.
3. Consultation with specialists in various fields of medicine when necessary yearly.

4. Physical exams - College High School students.
5. Yearly physical exams student body.
6. Fillow up Medical examination.
7. Correction of remedial defects.
8. Recheck hearing defects.
9. Physical exams for those in organized and competitive sports.
10. Consultation of privatd physicians to improve efficiency of students.
11. Consultation and referral of disturbed students.
12. Medical attention available for early diagnosis of disease to conserve.
13. Teaching preventive medicine.
14. Plan for health expenses RE: Student Insurance.
15. Health implications in construction of new campus buildings.

Services Rendered by Medical Department

1. Treatments - 5,886
2. Dormitory care of students - 486
3. Issuance of absentee slips
4. Consultations with physicians
5. Referral to specialists.
6. Correspondence RE students health program
7. Coverage for all home athletics games for college and high school
8. TB survey - which included X-rays of students, staff, and faculty
9. Recheck of chest X-rays where necessary
10. Injections - allergy - therapy and requirements for travel abroad.
11. Flu vaccine program

12. Salk vaccine therapy program

13. Calls to ill off-campus students

14. Acne therapy program

15. Senior class health certification examinations

16. Physicals for students attending camps

17. Examinations for employment

18. Pre-college interviews and physicals

19. Promotion of safety program on campus

20. Assume students away from home, they may receive good medical care

21. Care for those confined to infirmary

22. Individual health instruction during student conferences

23. Student health records

24. Filing health insurance claims for students
    Filing compensation forms for faculty and staff
25. TB survey for students, staff, and faculty

26. Notification of parents of injury or illness of students

27. Co-ordination of all health programs on campus
    1. physical education
    2. health services
    3. student counseling
    4. nutrition
    5. recreation

Staff of Medical Department

The Medical Department consists of a full-time non-resident physician and three full-time nurses. The "head" nurse is resident nurse. Part-time local physicians are employed to assist with entering freshmen physicals. A part-time male physician has been hired to care for football players injuries. Student help is used in the Medical Department.

Recommendations

1. Buying new equipment

   1-2 infra red lamps
   1 otoscope

2. Reconstruction windows in infirmary

3. Better interpretation of health program

4. Issuance of hand book of medical servides

5. Health staff to continue to hold regular meetings to discuss all pertinant medical and administrative problems.

Respectfully submitted,

Charlotte Pritchard, R. N.

Montclair State College

Department of Music

Report to the President
1960-1961

I. Trends and Developments

A. Changes in the Music Faculty

1. Mrs. Dorothy Priesing's teaching time has been increased from three-fifths to four-fifths.

B. Gifts to the College

1. From Mrs. Richard K. Bristol, 80 Oakwood Drive, Wayne, New Jersey; a small collection of 77 r.p.m. classical recordings.

2. From Mrs. S. Guernsey Jones, 3 Highland Terrace, Upper Montclair, New Jersey; a small collection of piano music.

C. Mark Andrews Scholarship

In the past the Mark Andrews Scholarship has been awarded to an upperclass student who was interested in vocal and choral music.

The Mark Andrews Scholarship was not awarded during the year 1960-1961.

D. Clarence O. S. Howe Memorial Organ Scholarships

The Dr. C.O.S. Howe funds are used primarily for upperclass organ students.

This scholarship was awarded to Miss Joyce Benson in the amount of $75 to attend a Organ and Choral Workshop at St. Olaf's College in Northfield, Minnesota for one week beginning August 7, 1961, and $75 to Mr. W. David Guyet to attend a Choral Training Workshop at Boys Town, Nebraska.

E. Robert Lombardi Memorial Scholarship

1. A monetary award from the music majors and two music minors of the class of 1961.
    - a. Not to be given through SGA
    - b. No faculty members are to be included
    - c. To be given after music department faculty decision in which the entire music department faculty must be represented in choice of student

2. To be given to a needy student with outstanding ability in a instrumental major.

3. To be given to a junior about to enter his senior year to be used toward payment of fall semester tuition costs and fees of senior year.

4. Every music major (and minor) graduating in 1961 is to contribute $5.00 per year.

. Mrs. Emily Waters will act as financial secretary for the group.

5. Award to be given annually for a period of ten years.

   It is to be continued after that time limit only with the concent of the members of the contributing body.

6. The decision of the faculty will be presented to a member of the contributing body who will then make the award. The award will be given by at least one member of the contributing body directly to the person winning the award .

7. Persons contributing to award.

   Ackerman, Robert
   Adamski, Leon
   Connors, Linda
   Buring, Eugenia
   Hoek, Sandra
   Kearns, Paul
   Landwehrle, Dorothy
   Lucia, Janet
   Malitsch, Gloria
   Nucci, Annamaria
   Parisi, Anthony
   Perretti, Edward
   Petrucci, Frank
   Phillips, Bruce
   Recenello, Anthony
   Schmitt, Fred
   Thompson, Rita
   Verga, Vincent
   Waters, Emily
   Wimmer, Robert

8. Award will be in the amount of $100.00.

A new scholarship in memory of Robert Lombardi was awarded to Frances Martoglio by unanimous vote of the music staff. Robert Lombardi was a member of the senior class of 1961 until he lost his life in an automobile accident in September 1960 while serving with the national guard.

F. Mus. 460 - Musical Studies in Europe

This course has been discontinued as an offering of the music department. A similar course is now offered by the Social Studies department.

G. Instrumental Ensemble Festival

The Tenth Annual Instrumental Ensemble Festival was held on Saturday, April 22, 1961. Twenty-five ensembles, representing ten schools and including one hundred fourteen pupils participated. The Festival will be repeated next year on Saturday, April 14, 1962.

H. Memorial Day Service

The music department participated actively in the Memorial Day Services held on Tuesday, May 30, 1961 at 4:30 P.M. The Concert Band under the direction of Dr. Ward Moore played the following members; Arioso by Clifton Williams and Lincoln Portrait by Aaron Copland with Charles Ringle as narrator. Mr. Russell Hayton, at the console of the Memorial Organ, played the following numbers; Piece Heorique by Cesar Franck, Prelude by Everett Titcomb, Benedictus by Max Reger, and Recessional by Everett Titcomb.

I. Music Educators of New Jersey

The Montclair State College made the music building available to the Music Educators of New Jersey for their annual piano auditions. These auditions were held on Saturday and Sunday, April 29 and 30; and on Saturday May 6, 1961; on which days approximately 600 piano students auditioned with a jury of outstanding piano pedagogues.

J. Instruments Purchased, June 1, 1960 and March 10, 1961

June 1, 1960 -

Holton #211373 French Horn	value	$300.00
Holton #211378 French Horn	Value	300.00
A Zildjian 28" Gong	value	100.00
Ludwig Super-Sensitive Snare Drum	value	125.00

March 10, 1961 -

Trombone, Reynolds #60254 w/F attachment	value	205.00
Trombone, Reynolds #60518 w/F attachment	value	205.00
Bass Trombone, Reynolds #60627 w/F attachment	value	269.00

K. Inventory of College Owned Instruments as of July 1, 1961

INSTRUMENT	VALUE
piccolo C Reynolds #12980	$100.00
piccolo C Martel #2901	75.00
flute Gerard #41272 (stolen)-	100.00
flute Armstrong #24192	100.00
oboe Continental Colonial #26815	150.00
oboe Penzel Muller #15308	300.00
english horn Loree #J90 (military system)	100.00
clarinet M. Lacrois #41278 4	85.00
clarinet (French) #MST41273	50.00
clarinet Noblet #5607	85.00
clarinet Pastore A188	50.00
clarinet LaCroix (no number)	85.00
clarinet Frank Plo #19267L	85.00
clarinet Pierre Maure #24614	85.00
clarinet Concord #1991	85.00
clarinet Cabart (no number)	85.00
clarinet (in A) Albert #41237	85.00
clarinet (A) no name (wooden) #41285	50.00
clarinet Pierre Maure #24600	85.00
alto clarinet Mariel Freres #41274	125.00
alto clarinet Gerard #412765	225.00
bass clarinet Rampone #25233	300.00
bass clarinet LaBlanc #4252	500.00
bassoon Cabart #41275	450.00
sarrusophone Conn #V215	200.00
cornet Olds #3491	100.00
cornet Reynolds #45645	150.00
cornet Reynolds #38222	200.00
cornet Reynolds #38486	200.00
cornet Conn #639794	150.00
cornet King #332334	150.00
cornet King #351009	150.00
double F horn Reynolds #52831	345.00
fluegelhorn Melville-Clarke #2621	150.00
fluegelhorn Besson #231186	200.00

Inventory (con't)

INSTRUMENT	VALUE
french horn (single) Conn #364684	$250.00
french horn (double) Conn #362399	400.00
french horn (double) Rampone #244	150.00
french horn (single) Continental Colonial #124 469	100.00
french horn Holton #211373	300.00
french horn Holton #211378	300.00
trombone York #1131	100.00
trombone Holton #98718	100.00
* bass trombone #60254	205.00
* bass trombone #60627	269.00
* bass trombone #60518	205.00
baritone Reynolds #36221	350.00
baritone Pan American	250.00
baritone York	125.00
baritone saxophone Selmer #79324	374.00
Eb tuba Conn #155134	100.00
BBb tuba King #253987	275.00
BBb tuba Clear Tone #7274	50.00
BBb tuba Reynolds #48370	500.00
tuba Reynolds #54219 (Contempora)	477.00
sousaphone York #90856	275.00
bells MSC 4 1281	100.00
xlyophone MSC #41283	100.00
Glockenspeil MSC #41280	125.00
Deagan Chimes w/wooden rack	400.00
Field drum MSC #41276	35.00
Field drum MSC #41277 (Rogers)	35.00
Field Drum MSC #41282	35.00
Concert drum MSC #41278	40.00
Concert drum Slingerland	45.00
bass drum MSC Ludwig	35.00
bass drum MSC Slingerland #41279	75.00
bass drum MSC Slingerland #41280	150.00

Inventory (con't)

INSTRUMENT	VALUE
* snare drum Ludwig super-sensitive	$125.00
timpani (three machine, one hand tuned)	600.00
cymbals (pair) K Zildjian	75.00
cymbals (pair) A Zildjian	75.00
cymbals (pair) A Zildjian	85.00
cymbals (1 large, 2 small) 21" - 12" - 12"	55.00
tam-tam	50.00
tom-tom (2) 13" - 14"	90.00
* gong (28") A Zildjian	100.00
violin #1, bow, case	75.00
violin #2, bow, case	100.00
violin #3, bow, case	100.00
violin #4, bow, case	100.00
violin #5, bow, case	125.00
violin #6, bow, case	125.00
viola #1, bow, case	100.00
viola #2, bow, case	75.00
cello, no bow	75.00
cello, #1, bow, case (cello $200 - cover $30.)	230.00
cello, #2, bow, case (cello $200 - cover $30 - bow $30.)	260.00
bass #1, French Bow, poor cover (bass $165 - bow, poor $10)	175.00
bass #2, French Bow, no cover (bass $165 - bow, poor $10)	175.00
bass #3, German Bow, now cover (bass $165 - bow, very poor $5)	170.00

* Purchased 1960-1961.

The college owns these instruments which are loaned to students for use in Music 205, 206A, 206B, 309, and in the college orchestra, band, and opera workshop.

L. Policies Regarding Use of College Owned Musical Instruments.

At a Music Instrument Conference on May 26, 1959, the following policies were adopted regarding the use of college owned instruments:

1. College owned instruments may be rented or lent to students for use in Music 205A, 205B, 206A, 206B, 309, and in college orchestra and band.

2. Policy regarding instrument purchase. Although students are urged to purchase their own primary and secondary instruments, it will be necessary for the college to supply certain less usual instruments such as A clarinet, English horn, contrabassoon, and such large and specialized instruments as tubas, euphonium and tympani.

3. Custodians for school-owned instruments.
It was agreed that the following teachers will serve as custodians for these instruments; Dr. Moore for Brass and percussion instruments; Dr. Christmann for woodwinds; and Mr. Zerbe for strings. These teachers will assume full responsibility for the storage, distribution, care and repair of these instruments.

4. It was agreed that school-owned instruments may be rented to students for use in instrumental classes in Music 205A, 205B, 206A, 206B, and 309. Under special circumstances these instruments may also be rented for use as primary and secondary instruments. As a means of complementing the instrumentation of either orchestra or band it was agreed that school-owned instruments may be lent to either music or general students for use in these organizations.

5. It was agreed that a charge of $12.50 a semester should be made for those students who wish to rent college-owned instruments. The same charge will be made for the rental of instruments during the summer.

6. Bills for instrumental rental still be issued by Dr. Moore for brass instruments and percussion; by Dr. Christmann for woodwind instruments and by Mr. Zerbe for string instruments. Rental fee will be paid to Mr. Nichols, in the Faculty-Student Co-op. No student will be admitted to instrument classes without a receipt.

7. Instruments will be lent for use in orchestra or band by Dr. Moore for brass and percussion; Dr. Christmann for woodwinds; and Mr. Zerbe for strings.

8. A contract in triplicate will be made out for each rented or lent school-owned instrument. One copy for Music Department, one for Faculty-Student Co-op, and one for the student. Dr. Moore was asked to submit a new form of instrument contract.

9. College-owned instruments will be issued for each semester and for the summer session. Cancelled contracts will be filed in the music office at the close of each semester.

10. It is recommended that an accession book be kept in the Music Office. This book will record date of purchase, serial number, make, from whom purchased, cost, and other pertinent info.

11. It is recommended that a cumulative history be kept of each instrument indicating to whom rented or lent, dates of issue, and return, condition and repairs made.

M. Inventory of College Owned Pianos as of July 1, 1961.

PIANO	NUMBER	DESCRIPTION
Music Bldg.		
Rm. 1 - Weber		Aeolian Duo-art, small grand
2 - Chickering	Boston 149986	Walnut Grand and Bench
3 - Mason & Hamlin	D31168	Walnut Upright
4 - Sargent, Cinn.	176140	Mahogoney Upright
5 - Steinway	105187	Walnut Upright
6 - Everett		Light Walnut Upright (console)
7 - Jewett, Boston	42044	Mahogony Upright
8 - Adam Schaaf, Chig.	31937 marked	Cabinet Grand Upright
9 - Gulbransen, Chig.	261282 marked	Registering Upright
10 - Steger & Sons, Chig.	21807	Mahogony Upright
11 - Griffith, Newark	85135	Oak Console
12 - Steinway	201834	Mahogony Grand, style A
12 - Steinway	192250	Oak Grand, style M
13 - Everett		Light Walnut Upright (console)
Life Hall		
Cafeteria - Hamilton		Canvas Cover, Blond Console matching bench
Mem. Aud. - Steinway	B358015 N1140	Canvas Cover, Ebony 7' Grand - ebony chair
Weber (Orch Pit)	37860	Upright
Emerson (Stage)	73344	Upright
Chapin Hall		
Living Room Hazelton Bros.	70849	Mahogany Grand
Russ Hall		
LivingRoom Steinway	242856 E1262-1927	Model L
Steinway	227014 C66	Model A
Steinway	189695 V5119	Duo-art Pianola
Basement Pianola Piano	32511 116P	

PIANO	NUMBER	DESCRIPTION
College High		
Auditorium - Wurlitzer		Blond Console
Room 5 Ruhenheck	406082	Console, Matching Bench

N. Concerts, Recitals, Assemblies, and Extra-Curricular Activities

1. Faculty Recitals
   a. India Zerbe, Cellist; Dorothy Priesing, Pianist; Louis Zerbe, Violinist. - December 11, 1960
   b. Murray Present, Pianist. - January 29, 1961
   c. Russell Hayton, Organist. - February 19, 1961
   d. Benjamin Wilkes, Tenor. - February 26, 1961

2. Graduation Recitals
   a. Leon Adamski, Clarinet. - November 6, 1960
   b. Eugenia Euring, Soprano. - November 20, 1960
   c. Robert Wimmer, Clarinet. - November 20, 1960
   d. Anthony Recenello, Trombone. - November 27, 1960
   e. Frank Petrucci, Cornet, - November 27, 1960
   f. Edward Perretti, Tenor. - March 5, 1961
   g. Fred Schmitt, Violin. - March 12, 1961
   h. Robert Ackerman, Flute. - March 19, 1961
   i. Janet Lucia, Pianist. - March 26, 1961
   j. Rita Thompson, Pianist. - April 9, 1961
   k. Emily T. Waters, Organist. - April 9, 1961
   l. Paul J. Kearns, Organist. - April 16, 1961
   m. Bruce Phillips, Pianist. - April 23, 1961
   n. Vincent Verga, Organist. - April 23, 1961
   o. Dorothy Landwehrle, Contralto. - April 30, 1961
   p. Anthony Parisi, Baritone. - May 7, 1961
   q. Linda Rae Connors, Flutist. - May 14, 1961
   r. Sandra Hoek, Organist. - May 28, 1961

3. Student Recitals

a. Friday	October 28, 1960	Russ Hall	3:30 PM
b. Friday	November 18, 1960	Russ Hall	3:30 PM
c. Friday	December 2, 1960	Russ Hall	3:30 PM
d. Monday	December 12, 1960	Russ Hall	11:30 AM
e. Friday	January 6, 1961	Russ Hall	3:30 PM
f. Thursday	January 12, 1961	Mem. Aud.	3:30 PM
g. Friday	February 3, 1961	Russ Hall	3:30 PM
h. Friday	February 17,1961	Russ Hall	3:30 PM
i. Friday	March 3, 1961	Russ Hall	3:30 PM
j. Friday	March 10, 1961	Russ Hall	3:30 PM

k. Friday	March 17, 1961	Mem. Aud.	3:30 PM
l. Friday	March 24, 1961	Russ Hall	3:30 PM
m. Friday	April 14, 1961	Russ Hall	3:30 PM
n. Friday	April 21, 1961	Russ Hall	3:30 PM
o. Friday	April 28, 1961	Russ Hall	3:30 PM
p. Friday	May 5, 1961	Russ Hall	3:30 PM
q. Friday	May 12, 1961	Russ Hall	3:30 PM
r. Friday	May 19, 1961	Mem. Aud.	3:30 PM
s. Friday	May 26, 1961	Russ Hall	3:30 PM

4. Band Activities

Dates	Activities
9/30/60	Football Game (Marching Band)
10/14/60	Pep Rally and Bonfire (Pep Band)
10/15/60	Football Game (Marching Band)
10/22/60	Football Game (Marching Band)
11/5/60	Football Game
11/15/60	Band Assembly (Concert Band)
11/18/60	Concert at Newton High (Concert Band)
11/22/60	Concert - Mem. Aud. - (Concert Band)
2/14/61	Lincoln Assembly (Concert Band)
3/8/61	Symphonic Band Concert - Mem. Aud. (Student Conductors)
5/23/61	Awards Assembly (Concert Band)
5/30/61	Memorial Day Program (Concert Band)
6/8/61	Commencement Exercises (Symphonic Band)

5. Orchestra Activities

Dates	Activities
9/27/60	Convocation Exercises
10/4/60	Assembly Program (Guests from Graz, Austria)
12/6&7/60	Opera Workshop
4/19/61	Orchestra Concert
5/17&18/61	Opera Workshop

6. Opera Workshop Activities

Dates	Activities
12/6&7/60	Orpheus in Hades
5/17&18/61	The Medium

7. Choir Activities

Dates	Activities
9/27/60	Convocation Exercises
12/9/60	Pequannock Schools, (2 concerts)

Dates	Activities
12/18/60	Christmas Assembly - MSC - Mem. Aud.
2/ /61	Music Dept. Assembly - MSC - Mem. Aud.
3/24/61	Irvington H. S. (2 Concerts)
4/27/61	Paterson (Concert)
5/10/61	Choir Concert - MSC - Mem.Aud.
6/4/61	Baccalaureate Services
6/8/61	Commencement Exercises

8. M.E.N.C. Sponsored Recitals, Assembly and Concerts

Dates	Activities
2/5/61	Werner Rose, Pianist
3/15/61	Madrigal Singers
4/25/61	M.E.N.C. Assembly - Mem. Aud.
5/14/61	Annamaria Nucci, Pianist

9. Music Organizations Commission - Concert Series - 1960-61

Dates	Activities
10/5/60	Montclair Festival Orchestra Emil Kahn, conductor
10/13/60	Jerome Hines, bass
11/22/60	Concert Band Ward Moore, conductor
12/6&7/60=	Opera Workshop Emil Kahn, conductor
2/7/61	Lyric Trio
3/8/61	Symphonic Band Ward Moore, conductor
3/22/61	Robert Baker, organist
4/19/61	College Orchestra Emil Kahn, conductor
5/10/61	College Choir Russell Hayton, conductor

10. Music Department Assembly Programs

Dates	Activities
12/15/60	Christmas Program
2/21/61	Music Department Solo and Choir Assembly

O. Musical Organizations of the Collge

1. The College Choir; Russell Hayton, Conductor
2. The College Orchestra; Emil Kahn, Conductor
3. The College Band; Dr. Ward Moore, Conductor
4. The College Opera Workshop; Emil Kahn, Conductor

P. Student Chapter of the Music Educator's National Conference

This organization, under the direction of Louis Zerbe, Faculty Advisor, assisted since April of this year by Dorothy Morse, has done much for the professional growth of our music students. In addition to an active program in this College, they have participated in the annual meeting of the Department of Music of the New Jersey Education Association in Atlantic City and also attended the Music Educator's National Conference Convention in Washington, D. C.

II. Enrollment Data

A. Music Majors - Total 87

Seniors - 18	Sophomores - 25
Juniors - 16	Freshmen - 28

B. Music Minors - Total 2

Seniors - 2

C. General Students

Music 100 - Music Appreciation required of all students; 13 sections with a total of 576.

D. Attrition of Music Students During School Year, 1960-1961

1. Sophomores

Nancy McGill discontinued to work for a year. Returning in September 1961.

2. Freshmen

Bruce Slivinske dropped to attend the Manhattan School of Music.

E. Applied Music Instruction

Music majors choose a primary and a secondary instrument in applied music, one of which must be either piano or organ. Music Majors receive a one hour private lesson weekly on the primary instrument and on the secondary instrument a one-half hour private lessor or class equivalent weekly.

The following table indicates concentration in applied music:

INSTRUMENT	NUMBER OF STUDENTS	
	Primary	Secondary
Flute	5	
Clarinet	13	1
Bassoon	1	
Oboe	1	
Trumpet	10	
Trombone	7	
Baritone Horn	1	
French Horn	2	
Organ	8	
Piano	17	56
Voice	16	16
Violin	4	
Cello	1	
Percussion	1	
Tuba	1	

III. Staff And Courses

A. Professors

1. Harvey LeRoy Wilson, Professor; Chairman, Music Department, Music Education, Choral Music, Music Appreciation, College High School Chorus, eighth grade Demonstration Class in College High School and Administration

2. Dorothy Morse, Associate Professor; Music Education, Choral Music, Sight Reading and Ear Training, College High School Choir, seventh grade Demonstration Class in College High School; and Music Elective in College High School.

3. Ward Moore, Associate Professor; College band, Instruction on Brass Instruments, and School Bands.

4. Arthur Christmann, Associate Professor; Instructor in Clarinet, Woodwind Classes, and Music Appreciation.

5. Louis Zerbe, Associate Professor; Instructor in Violin, String Instruments, Music History, School Orchestras, and Music Appreciation.

6. Murray Present, Assistant Professor; Instructor in Piano.

7. Emil Kahn, Assistant Professor; College Orchestra and related courses in Orchestration and Conducting, Opera Workshop and Music Appreciation.

8. Benjamin Wilkes, Assistant Professor; Instructor in Voice and Voice Classes.

9. Russell Hayton, Assistant Professor; College Choir, Instructor in Organ and Piano.

10. Dorothy Priesing, Assistant Professor; Instructor in Secondary Piano and Harmony.

B. Instructors

1. Achilles D'Amico,- Percussion

2. Remier DeIntinnis,- French Horn

3. Cennard A. Mignola,- Oboe

4. Gerald Quinlan,- Flute

5. Maxine Shimer,-Bassoon

6. Frank Venezia,-Trumpet

7. Catherine Wilbur,- French Horn

8. India Zerbe,- Violincello

C. Courses Taught During the School Year 1960-1961

Course Title	No. of Sections	Enrollment	Teacher
Music 100 Music Appreciation	13	576	Kahn Wilson Christmann Zerbe
Music 101 Sight Reading and Ear Training I	1	28	Morse
Music 102 Sight Reading and Ear Training II	1	29	Morse
Music 201 Harmony I	1	25	Priesing
Music 202 Harmony II	1	25	Priesing
Music 205A String Instruments	2	24	Zerbe
Music 205B String Instruments	2	24	Zerbe
Music 206A Woodwind Instruments	1	14	Christmann
Music 206B Percussion Instruments	1	10	D'Amico
Music 207 Epochs in Musical Development I	1	27	Zerbe
Music 208 Epochs in Musical Development II	1	27	Zerbe
Music 301 Choral Technique	1	12	Wilson
Music 305 Orchestration	1	17	Kahn
Music 306A School Orchestras	1	16	Zerbe
Music 306B School Bands	1	16	Moore
Music 307 Form & Analysis	1	17	Kahn
Music 308 Voice Class for Instrumentalists	1	12	Wilkes
Music 309 Brass Wind Instruments	1	16	Moore
Music 320 Teaching Music in the Elementary School	1	15	Morse
Music 338 The Symphony	1	30	Wilson
Music 401 The Teaching of Music in Secondary Schools	1	20	Wilson
Music 405 Orchestra Conducting & Score Reading	1	13	Kahn
Music 409 Counterpoint	1	14	Priesing
Music 413 Masters of the Symphony	1	14	Kahn
Music 416 Music In Modern Society	1	40	Kahn
Music 423 Choral Masterworks	1	15	Morse
Music 429 A Cappella Choir & Choral Conducting	1	17	Morse
Music 499A Problems in the Teaching of School Music	1	9	Wilson

College High School

7th Grade Music Demonstration	1	30	Morse
8th Grade Music Demonstration	1	30	Wilson (1st Sem.) Morse (2nd Sem.)
General Music Elective Grades 9-12	1	6	Morse

Course Title	No. of Sections	Enrollment	Teacher
College H. S. Chorus, Elective Grades 9-12	1	40	Wilson
College H. S. Choir, Selected Grades 9-12	1	28	Morse
String Ensemble	1	7	Zerbe

IV. Problems for the Future

A. Additional Choral Groups

At present we have only one choral organization on the campus, the College Choir, comprised largely of Music majors and some general students. Our increased enrollment demands expansion in our choral program to include (a) Madrigal Singers, a highly selected group from the college choir; (b) a Male Chorus, and (c) a general chorus of mixed voices - non-selective.

B. Music Offerings and Curriculum

It is thought that some overlapping and omissions exist in the music program. The music curriculum is being studied by the staff. Courses of instruction will be rewirtten for each offering as soon as feasible. Objectives and content will be reviewed in an effort to strengthen the program. Changes will be recommended to improve the music offerings on the basis of the study made by the staff.

Balance, emphasis, and the possibility of duplication in the music offerings should be studied further to determine whether the needs of the students are being most effectively met.

C. It is hoped that the new salary schedule, presently in effect, will make it possible for members of the music staff to devote full time to their efforts at the college.

D. To help with the development of balanced and fine performing groups in the college, to enrich the educational experience within the perfroming groups, and to make it possible to raise the standards of expectancy in accomplishment amon individuals and the performing groups, it would be advantageous if the admission of freshman could be arranged so that instrumants and voices of the kind and in the number needed, and, the most musically proficient among the applicants to the music department would be admitted.

E. To continue the development of our orchestra, a means of attracting to our campus rather advanced players of violin, viola, violoncello, and doublebass is imperative.

ANNUAL REPORT

REPORT TO THE PRESIDENT

Year 1960-1961

PANZER SCHOOL OF PHYSICAL EDUCATION AND HYGIENE

Submitted: 10-23-61
RWT:erb

MONTCLAIR STATE COLLEGE
Department of Physical Education & Hygiene

Report to the President
Academic Year
1960-1961

I. FACULTY:

Professor
Dr. Richard W. Tews

Associate Professor
Dr. A. C. Coder
Mr. J. DeRosa
Mr. Wm. Dioguardi
Dr. John Redd
Mr. Henry Schmidt
Dr. Hazel M. Wacker

Assistant Professor
Dr. Gerald Edwards
Miss Pauline Foster
Mrs. Rosabel Koss
Mr. Thomas Rillo
Miss Patricia Sparrow

Assistant Professor II
Mrs. Barbara Brown (Part-time)
Mrs. Jane Drake " "
Mr. Geza Drake " "
Mr. Bruce King " "
Mrs. Betty Sommer " "

Part-time Assistants
Football:
Dr. Jack Brown - Team Physician
Mr. Howard DePass - Asst. Football Coach
Mr. Bruce Lackey " " "
Mr. Ken Miscia " " "
Mr. Howard White " " "

Baseball:
Mr. William Rose - Asst. Coach

Fencing:
Mrs. Cathy Taylor - Coach

Modern Dance:
Mrs. Irene Mittelsdorf - Piano Accompanist

Miss Shirley Martin who had been on the Panzer Faculty for two years resigned to accept a teaching position in the U.S. Dependents' School in France. Difficulty in filling this position made it necessary to appoint two people, half-time, to fill the job. Mrs. Brown and Mrs. Drake were the two women who were appointed and did an exceptionally fine job, both at College High School and in the College Service Program.

II. CURRICULUM:

The curriculum, which was approved in February 1960, became operative during this school year and much of the irregularity of program and schedule, which resulted from a merger of Panzer College and Montclair State College, has been eliminated. Most students during this year functioned on a regular pattern similar to the one which appears in the catalog.

III. PART TIME AND EXTENSION OFFERINGS:

In studying the course entitled School Health Services, which has regularly been used as a certification course for teachers in various major groups, it was felt that this course was not entirely appropriate. Accordingly, the requirement has now been changed and the schedule will be changed for the future so that a basic course in health will be required before students are permitted to take the School Health Services. The basic health course, Healthful Living, will be a pre-requisite for School Health Services and students who are seeking certification, and needing a course in health, will have to take the Healthful Living, if they have not previously had a basic health course. Those who have had the basic course may take School Health Services, as an elective, in the graduate program.

Fall 1960: H.E. 407 Care and Prevention of Athletic Injuries - Dr. Coder
H.E. 408 Driver Education - Dr. Coder
H.E. 411 School Health Services - Mr. Schmidt

Spring 1961: H.E. 401 Method and Materials in Health Education - Dr. Rodd
H.E. 440 Camping and Outdoor Education - Mr. Schmidt
H.E. 408 Driver Education - Dr. Coder
H.E. 411 School Health Services - Dr. Tews

Summer: Day Camp --
The Campus Day Camp for children, which was started in the summer of 1960, was organized again and experienced a growth in attendance. We averaged approximately 35 youngsters per week, hitting a peak of over 40. The activities were scheduled from 8:30 to 12:30, five days a week for the six weeks of the summer school. Dr. Tews served as Day Camp Director, Dr. Gerald Edwards as Activity Director, Mr. George Jeck and Miss Carol Severn, students in the Panzer School, served as assistants. The art program was directed by Dr. Foster Weigand, with assistance by a student, Miss Barbara Conrad.

The response was very good and the parents indicated to the leaders that they were most satisfied with the experience their youngsters had had. The courses for summer were as follows:

H.E. 100 - Healthful Living - Dr. Wacker
P.E. 202 - History and Principles of P.E. - Dr. Wacker
H.E. 408 - Driver Education (pre- and post sessions) - Dr. Coder
H.E. 411 - School Health Services - Dr. Tews
H.E. 412 - Alcohol Education - Dr. Tews. The enrollment in the Alcohol Education Workshop grew from the previous year to 30 students as contrasted with 20 during the first year of operation. It was noted that a considerable number of nurses

enrolled in the workshop, using the course for certification purposes. For the future, it is recommended that the enrollment be limited to approximately 20. The state has indicated a desire to continue scheduling such a workshop at the Montclair campus.

IV. ALUMNI AFFAIRS:

The merger of the Panzer and Montclair Alumni groups was effected on October 25, 1960, when the constitution revision, making the necessary provisions, was adopted by the Montclair State College Alumni Association. The necessary revisions were also accomplished by the Panzer organization which will henceforth function as Panzer Alumni, Montclair State College.

This arrangement will enable the Panzer Alumni to elect its own officers, conduct its own fund drives, and to continue with its own program.

Gymnastic Clinic - February 18, 1961: On February 18th, the Panzer Alumni, in conjunction with the Panzer School, presented a gymnastic clinic for teachers and coaches. Approximately 450 persons attended, including a limited number of high school children, who are keenly interested in this activity.

The purpose of the clinic was to promote and encourage gymnastics in this area and to present techniques for teaching and coaching and to show various stunts and activities. Three members of the Panzer faculty, Mr. Gazdag, Mr. Rillo and Mrs. Sommer, directed sessions along with other specialists from this area and two individuals from out of state. Panzer students demonstrated in most of the presentations and did a most excellent professional job. The program began at 9:30 A.M. and ended at 5 P.M. The last session of the day was devoted to active participation and between 75 to 100 individuals were active at this time.

The large attendance, the keen attentiveness throughout the day, and the many favorable comments led us to feel it was a most worthwhile undertaking and created excellent public relations for the college.

PANZER ALUMNI CALENDAR 1960-1961

Alumni Council Meeting	Tuesday, September 27, 1960
" " "	Thursday, October 20, 1960
Children's Party Committee Meeting	Thursday, November 3, 1960
Alumni Council Meeting	" November 17, 1960
Alumni - Senior Reception	Monday, December 5, 1960
Children's Christmas Party	Sunday, December 11, 1960
Gymnastic Clinic	Saturday, February 18, 1961
Alumni Council Meeting	Tuesday, February 21, 1961 Mar. 7, March 28, April 20
Homecoming Day (Alumni Honor Awards)	Saturday, May 6, 1961

OFFICERS: Pres. - Thomas Thomas
Vice President- Dr. Hazel M. Wacker
Recording Sec'y. - Evelyn Maloney
Exec. Sec'y. - Florence Peragallo
Exec. Tras. - Dorothy Sutton
Past Pres. - Paul Hausser

V. CALENDAR OF EVENTS:

Sept. 7 - All day meeting of Panzer Faculty for planning the work of the coming year.

Sept. 29 - A departmental picnic scheduled for South Mountain Reservation was held in the gymnasium because of inclement weather. Games, an inter-class tug-o-war, and picnic lunch were enjoyed by students and faculty.

Oct. 29 - Montclair's Women's Recreation Association was host to a meeting of the N.J. Association for Recreation for college women held in College High School Additorium.

Nov. 2 On this date, the senior majors, under the direction of Mrs. Koss, sponsored a La Crosse Clinic. Student committees were active in planning the affair. The actual program was presented by the N. J. Women's Lacrosse Assn.

Nov. 17 The Fall Convocation of the Panzer School was held in the college gymnasium at 4:30 P.M. The program consisted of comments on the Olympic Games by the following, all of whom attended the Games in Rome:

Dr. Margaret C. Brown, President Emeritus of Panzer College
Dr. Richard Willing, track coach at Montclair State College
Mr. John Cittadino, an alumnus of Panzer College

Dinner followed the Convocation.

Dec. 3 Candidates for the freshman class starting September 1961 were tested and interviewed.

Dec. 5 The annual Senior-Alumni Reception was held in Chapin Hall Lounge. Alumni representing various levels of teaching, coaching, and related areas talked about job opportunities, salaries, and advancement in their respective areas. A part of the program was devoted to informal discussion with the speakers. Refreshments were served.

Dec. 6 The members of the Gym Club presented an assembly program in Life Hall Auditorium.

Dec. 15 Football banquet to celebrate the undefeated season and to present awards. Mr. "Al" Sherman, assistant coach of the New York Giants professional football team, was the featured speaker. He gave an excellent presentation and graciously answered many questions.

Jan. 7 Freshman Screening - Second testing day. All day testing and interviewing to select next year's freshmen.

Jan. 24 Pre-inspection of work done on Gym 4 and new locker facilities for men. Gym 4 was floored, storage cabinets installed on the entire East wall, and a cinder block wall placed at the west end to make a permanent classroom and two storage closets. The former concession area was converted to a locker room for men.

Jan. 28 Third day of freshmen screening. All day testing and interviewing to select next year's freshmen.

Feb. 11	Student Teaching Seminar - All senior physical education majors returned to campus for a half day seminar regarding student teaching. Problems were discussed and there was an opportunity for sharing experiences.
Feb. 18	The Panzer Alumni and Panzer faculty presented a gymnastic clinic for alumni, students, teachers and coaches. Panzer faculty and other specialists served as consultatnts while Panzer students demonstrated. Time was allowed at the end of the day for those attending the clinic to participate actively on some of the apparatus under the guidance and direction of the leaders. Approximately 450 students and alumni attended the clinic.
Mar. 4	Montclair State College was host to the Metropolitan Wrestling Championships.
Mar. 9	The Friends of Panzer and the faculty presented an evening program for parents of Panzer students. Slides of campus activities were shown, plans for expansion of the campus were explained, and time was allotted for parents to meet the faculty members and the advisors of their sons and daughters.
Mar. 10	An evening of square dancing was held in the gym for students of the Panzer School.
Mar. 11	Modern Dance Symposium. Seventy-nine high school students, twenty-nine physical education majors, and ten members of the Modern Dance Club participated in a program consisting of a master lesson by Yuriko and of presentation of dances by student groups.
Mar. 11	Second seminar on student teaching
Mar. 24	Afternoon meeting of chairmen of physical education departments of the six state colleges.
	First performance of the Annual Spring Demonstration of physical education activities.
Mar. 25	Pre-demonstration dinner for some of the leaders in physical education in New Jersey.
	Second performance of the Annual Spring Demonstration.
Mar. 29	Annual Golf Clinic sponsored jointly by Montclair State College and the Newark Daily News. The program was coordinated by Mr. De Rosa and featured Mr. Emory Thomas, one of New Jersey's most prominent golf professionals.
Mar. 29	Mr. Tom Rillo and Mrs. Betty Sommer participated in the program of the Central District of the N. J. A. H. P. E. R.
April 17	The Women's Recreation Association sponsored a Dormitory Play Day of sports activities.
April 18	Student committees, under the leadership of Mrs. Koss planned an Archery Clinic. Program planning and development, selection, care

April 18 (continued) and recent improvements of equipment, and shooting and teaching techniques were discussed. There was a display of equipment and shooting by participants and specialists, including Ann Weber, World Champion, Mr. William Jackson, prominent archer and manufacturer of archery tackle, and Miss Edith Russel, a distinguished teacher of archery.

April 22 An all-morning faculty meeting for the purpose of evaluating progress, status, and means of helping each member of the freshman and sophomore classes.

April 28, 29, 30 -- Montclair's Women's Recreation Association was host for a meeting of the New Jersey Association for Recreation for College Women, held at the N. J. State School of Conservation at Stokes State Forest.

May 3 The Friends of Panzer held a tea to honor the seniors of The Panzer School.

May 6 The Annual Panzer Homecoming was held at Life Hall. Dinner was served in the cafeteria, honor awards were presented, and brief comments presented by Dr. Partridge and Dr. Tews. The program was well attended.

May 9th Physical Education groups presented an assembly program of dance at Life Hall Auditorium. Dr. Wacker, Miss Sparrow and Mr. Rillo prepared groups for presentation.

May 9th The Olympic Gymnastic Team of Japan presented a program in the college gymnasium.

May 10th Annual Senior Banquet of Panzer School held at the Robin Hood Restaurant. The traditional placque was presented to the college.

May 17th W. R. A. Awards Tea.

May 18th Annual Honor Convocation of the Panzer School. Achievement awards and scholarships were presented and the speaker was Dr. Charles A. Bucher, Professor of Education at New York University. Dinner followed.

May 25 Men's Athletic Commission Awards Banquet.

June 10 - 22 Panzer Camp program at Camp Wappalane.

June 26 - August 4th -- Montclair State College Campus Day Camp was conducted for the second year with an average weekly attendance of 34 children, aged 6 - 12 years. Dr. Tews and Dr. Edwards from the Physical Education Department, and Dr. Weigant from the Fine Arts Department, provided leadership. Three students assisted. The program was well received by parents and the children.

VI. VARSITY ATHLETICS:

The interest in the Montclair State College athletic program seems to be increasing. Greater participation, publicity, and support by the student body along with successful seasons in most sports are contributing factors.

Lack of adequate outdoor facilities and crowding in indoor areas continue to hamper the program. The athletic field is utilized for classes, varsity practice by several sports and college high school groups as well. The crowded conditions become dangerous.

This year a team physician was engaged for the first time with one half of the cost paid from state funds and one half from the Men's Athletic Commission funds. Dr. Jack Brown proved to be a valuable asset in keeping injuries at a minimum and providing medical supervision. He was ably assisted by student trainers.

Mr. Schmidt has continued as chairman of District 31 of the National Association of Intercollegiate Athletics in the affairs of the national group and has had the responsibility of over-seeing the seasonal competition in the district and in providing leadership for District 31 championship contests in a variety of sports.

The following have served as chairmen of committees for District 31:

Richard Willing -- Cross Country and Track
Gerald Edwards -- Football
Jerome DeRosa -- Golf
Alden Coder -- Eligibility

FOOTBALL:

Head Coach ....Gerald Edwards
Assistant Coaches Henry Ferris (faculty)
Kenneth Miscia, Howard White, Howard DePass, Anthony Bottone, and John Richardson -- all part-time coaches

Dr. Gerald Edwards was appointed head football coach and started pre-season activities in August. The number of students participating increased over the previous season and approximately sixty individuals completed the season. Good planning, effective practice sessions, high group morale, and good leadership all helped to make this the most successful season Montclair has known. The season record was eight wins and no losses.

It was generally felt that the successful season had a helpful effect on school spirit, brought the college much good publicity, and had a helpful effect on recruiting good students for the entire college.

BASKETBALL:

Head Coach -- Henry Schmidt
Junior Varsity Coach -- Gerald Edwards
Assistant Coach -- John Sayer (student)
Team Captain -- Paul Weinstein

Sixteen students participated as members of the varsity team. Montclair participated in and played host to the Christmas Tournament of District 31 of the N.A.I.A.. Montclair won second place.

1960 - 1961 Record

Date	Opponent	Score MSC	Opp.	Outcome for MSC
Nov. 19, 1960	Newark State College	79	53	Won
Nov. 29, 1960	Paterson Seton Hall	76	72	Won
Dec. 2	Paterson State College	60	61	Lost
Dec. 6	East Stroudsberg	80	84	Lost
Dec. 9	Jersey City S.C.	70	88	Lost
Dec. 16	Newark Rutgers	85	73	Won
Jan. 6	Bloomfield College	56	44	Won
Jan. 7	Cheyney S.C.	72	70	Won
Jan. 11	Rider College	58	112	Lost
Jan. 14	Newark College of Eng.	65	54	Won
Jan. 21	Fairleigh Dickenson	60	83	Lost
Jan. 28	Monmouth College	75	84	Lost
Jan. 31	Newark State College	59	64	Lost
Feb. 3	Howard University	72	83	Lost
Feb. 4	Glassboro State College	68	71	Lost
Feb. 8	Queens College	74	90	Lost
Feb. 10	Jersey City State	61	76	Lost
Feb. 11	Bowie State	88	90	Lost
Feb. 14	Trenton State	71	65	Won
Feb. 17	Glassboro State	90	88	Won
Feb. 18	Cheyney State	70	84	Lost
Feb. 21	Paterson State	72	79	Lost
Feb. 25	Queens College	89	107	Lost
Mar. 1	Bloomfield College	70	93	Lost
	Trenton State	69	71	Lost

BASEBALL:

Head Coach	William P. Dioguardi
Asst. Coach	William Rose
Managers:	John Behnken, Bruce Alcan, George Strenr
Co-captains	Frank Pettinato and Jerry Golembeski

Results: Won 15 -- Lost 3

BASEBALL: 1960-1961 Record

OPPONENTS	SCORE	
St. Peter's College	W	12-3
Jersey City State	W	12-1
Upsala College	L	1-4
Bloomfield College	W	8-2
Newark College of Eng.	W	14-1
Newark State	W	4-0
Paterson State	W	5-1
Rutger's of Newark	W	8-1
Seton Hall (cancelled)	Rain	
Trenton	L	7-8
Newark State	W	13-0
Hampton College, Va.	W	4-3
Trenton	L	4-14
Jersey City	W	4-0
Bloomfield College	W	4-1
Pratt	W	27-0 (No Hitter)
Glassboro State	W	3-1
Glassboro State	W	3-2

The annual Alumni Banquet and Game has created tremendous enthusiasm among students and alumni. Twenty-four alumni attended. The annual awards presented at the Alumni banquet were as follows:

Charles P. Turck -- Co-captains: Jerry Golembeski and
Frank Pettinato
Dr. M. Moffatt "Best Team Player" - Co-capt. Jerry Golembeski
Fred Farro "Most Valuable Player" - Peter Altieri
Dr. M. Moffatt Alumni Award - Lee Walski Class of '49

JUNIOR VARSITY BASEBALL:

Coach: Bruce Montgomery
Manager: Jerry Stein

Participants -- 22

RESULTS: Won 6 -- Lost 4 -- Tied 1

St. Peter's College	W	9-5
Bloomfield High	W	6-1
Rutgers University	W	2-1
Stevens Tech.	W	5-4
Shelton College Varsity	W	13-4
Fairleigh Dickinson	T	1-1
Seton Hall University	W	13-9
St. Peter's	L	6-7
Upsala	L	4-6
Fairleigh Dickinson	L	2-3
Rutgers University	L	2-4

OUTDOOR TRACK AND FIELD:

OPPONENTS	SCORE: M.S.C.	OPPONENT
Westchester State	38	88
Jersey City & C. W. Post	96-2/3	26 & 35-1/3
East Stroudsburg State	65	61
Seton Hall University	87	44
Trenton State	76	55
Collegiate Track Championships	Second Place	
N.A.I.A. District Championships	First Place	

Dual meet record for 1960 season: 4 wins
1 loss

TENNIS:

Head Coach: Geza Gazdag
Team Captain: James Dunn

1960 - 1961 Record

4-14-61	N. C. E.	MSC 2	Opp. 4	Lost
4-22-61	Trenton State	7	1	Won
4-24-61	Jersey City State	6	0	Won
4-27-61	New Paltz	2	7	Lost
5-3-61	Newark Rutgers	2	7	Lost
5-6-61	St. Peters	6	3	Won
5-8-61	Newark State	8	1	Won
5-15-61	New Paltz	0	9	Lost
5-17-61	Trenton State	5	4	Won

Won 5 - Lost 4

James Dunn and Richard Catullo of Montclair placed second in doubles in the N.A.I.A. District 31 championships. Eight members made up Montclair's team for the season.

GOLF:

Head Coach: Jerome De Rosa
Team Captain: Robert Jackson

4-3-61	Seton Hall	MSC 0	Opp. 9	Lost
4-7-61	Newark-Rutgers	7	2	Won
4-7-61	Glassboro	3	6	Lost
4-24-61	Union College	4	5	Lost
4-26-61	Stevens	6	3	Won
5-4-61	Bloomfield College	6	3	Won
4-27	Newark-Rutgers	7	2	Won
5-8-61	Monmouth College	4	5	Lost
5-18-61	St. Peter's College	4½	4½	Tie
5-25-61	NAIA Tournament	Harvey Botwinik represented MSC and had a score of 90. This was 7th place.		

BOWLING:

Head Coach -- John Redd
Co-captains -- Ronald Zink and Barrie Beaver

Six students represented Montclair on the bowling team entered in the Eastern Intercollegiate Bowling Conference (New Jersey Division). Montclair finished in fourth place in the season's competition.

Montclair was host for the New Jersey State College Bowling held at the Belleville Lanes in Belleville, N. J. on May 6, 1961. Thirty teams entered and Montclair was the second place winner with Richard Makouje rolling high game and high series for the tournament.

MEN'S INTRAMURALS:

Faculty In Charge: Jerome De Rosa

The intramural program was conducted on an informal basis with no organized leagues. The number of participants was accordingly quite small. Basketball had the greatest number of participants and smaller numbers participated in golf and badminton. Stronger leadership and better publicity are needed.

VII. WOMEN'S RECREATION ASSOCIATION:

Faculty Adviser: Dr. Hazel M. Wacker

The W.R.A. broadened the scope of its program by including new activities and serving more students. Dr. Wacker served as advisor and Jean Sadenwater was student president. Fifty-three students made up the W.R.A. Council. The constitution was revised and then approved by the Student Government Assn.

The activities sponsored by the W.R.A. this year included:

Archery
Field Hockey
Softball
Officials Club --....... with Mrs. Rosabel Koss in charge

Basketball Club -- with Mrs. Jane Drake in charge

Bowling --------- with Mrs. Brown advising

Badminton Club
Cheerleading Group
Volleyball Club
Play Days -- all under the supervision of Dr. Wacker

Fencing Team -- with Mrs. Cathy Taylor
Gymnastics Club -- with Mr. Geza Gazdag
Horsemanship -- with Miss Pat Sparrow
Track and Field -- Dr. Willing

VIII. COLLEGE HIGH SCHOOL ATHLETICS:

FOOTBALL:

Coach -- Mr. Wm. P. Dioguardi

Co-captains: Richard Cenci, Robert Cooke
Mgrs.: Allison Schleicher, Howard Mindus

Games:

October	7	McBurney	Home	Won	43-21
	14	Oakland	Home	Won	21-6
	21	Croydon Hall	Away	Won	33-7
	28	McBurney	Away	Won	32-18
November	3	Oakland	Away	Won	43-13
	8	Croydon Hall	Home	Won	38-6

Metropolitan League Champs

COLLEGE HIGH SCHOOL BASKETBALL:

Dec.	9	Oratory*	Away	Lost	58-74
	28	Alumni*	Home	Won	58-53
Jan.	4	Montclair Academy	Home	Won	49-46
	6	Newark Academy	Home	Won	59-28
	9	St. Bernard's	Away	Won	61-59
	13	Eastern Christian	Away	Lost	40-45
	16	Montclair Academy	Away	Won	63-47
	20	Oratory	SNOW		
	23	Croydon Hall*	"		
	30	Carteret	Away	Lost	59-61
Feb.	3	Morristown	Home	Won	58-39
	8	St. Bernard's	Home	Won	55-46
	10	Carteret	Home	Won	52-43
	13	Delbarton	Away	Lost	41-48

Co-captains: David Nochimson, Richard Cenci
Managers: Allison Schleicher, Howard Mindus

COLLEGE HIGH REQUIRED PHYSICAL EDUCATION PROGRAM:

Classes were scheduled to meet for fifty minutes, twice weekly. Grades 7,8, 11,12 were coed classes. The boys of Grades 9 and 10 were grouped together, as were the girls of these two grades.

Mrs. Brown and Mrs. Drake were the assigned instructors for grades 7 and 8, and the girls' section of grades 9 and 10. Mr. Dioguardi was assigned grades 11 and 12, and the 9th and 10th grade boys.

Fundamentals of various games and activities were taught:

FALL: square-dancing, soccer, hockey, cross-country, tumbling, relays, graded games

WINTER: volleyball, tumbling, basketball, wrestling, relays, graded games

SPRING: physical fitness testing, kickball, badminton, softball, track, graded games.

Health: Only the 7th grade was scheduled for health instruction, one period a week. Dr. Redd was the instructor.

Intra-mural Activities: A special program for the seventh and eighth grade boys under the supervision of Mr. Dioguardi and the direction of James Dunn (P.E. major), operated each day during the noon recess hour. No after-school program was offered for this group this year. I strongly recommend the re-establishment of the program we once sponsored twice weekly after school. A 7th and 8th grade basketball and baseball schedule should be resumed.

Class basketball games between the boys of the 9th and 10th, 10th and 11th, and 11th and 12th grades were played. A great deal of enthusiasm was generated.

Girls A.A. under the direction of Mrs. Drake held weekly practice. Several hockey and basketball playdays offered an opportunity for competition. Girls' softball was the activity for the spring.

Varsity: Our varsity program for boys included: six-man football, cross-country, basketball, golf and baseball.

The football team completed its season undefeated and gained honor as the Metropolitan League Champions. This was the fifth championship in the last seven years. Participation and enthusiasm by players, parents, and students was high.

The basketball team won the North Jersey Ivy League "B" division championship. This was the first basketball championship. College High is a charter member of both leagues. The competition in these leagues is highly desirable for College High.

Sport	Coach	Results	Students
Football	W.P. Dioguardi	6-0	24
Cross-country	W.P. Dioguardi	3-2	16
Basketball	W.P. Dioguardi	9-4	12
J.V. Basketball	W.P. Dioguardi	6-4	12
Baseball	H. Ferris	1-7	13
Golf	W.P. Dioguardi	4-0	6

Remarks: Several Physical Education majors assisted in the instruction of the required gym and athletic programs.

Football Assistants:	Bruce Montgomery, Joe Conti Frank Petrulla
Cross-Country:	Charles McMickle
Basketball:	Jim Piscatore, Norm Greenberg, Jos. Wisnewski
Baseball:	Ron Messina, Joe Conti, Frank Fernicola

Additional equipment has been requested for increasing the variety of activities in the gym (mats, wall type parallel bars and wall chin bars).

Outdoor facilities continue to curtail and restrict the outdoor activities.

Other arrangements should be made for securing a baseball coach. The present system of assignment from the college staff has not been satisfactory.

Administration and parent cooperation has been greatly appreciated.

IX. NEW DEVELOPMENTS:

1. Mrs. Jane Drake, Mrs. Brown, Miss Patricia Sparrow and Mr. Henry Ferris were added to the Panzer family.
2. New procedures and forms were established and approved for requesting and using the gymnasium.

(copies attached)

3. A new procedure was devised for submitting club and team participation records to the directors and to students' advisers. A record form for advisees' folders was developed also.
4. After a number of faculty conferences and one student faculty conference, a new format for lesson planning was prepared and used with good success by the seniors in their student teaching.

(forms attached)

RWT:erb

GYM REQUEST FORM

(Follow instructions listed below)

DATE TO BE USED: ______________________ GYM NO. (1, 2, 3, 4, or 5) ________

STARTING TIME: ______________________ ESTIMATED FINISHING TIME: ________________

NATURE OF FUNCTION: ____

____

ADMISSION CHARGE: ______________________ PURPOSE: ______________________

ORGANIZATION: ______________________ NO. OF PEOPLE EXPECTED: ____________

ORGANIZATION REPRESENTATIVE: NAME: ______________________________________

ADDRESS: ______________________ PHONE NO. ____________

USE OF BLEACHERS: YES ____ NO ____ ADDITIONAL BLEACHERS ____________ SOURCE: ____________

USE OF CHAIRS: YES ______ NO ____ NUMBER: ____________

REFRESHMENTS: YES ______ NO ____ BOOSTERS TO SERVE: YES ____ NO ____

NUMBER OF JANITORS NEEDED: ______________________ TO START AT: ____________

POLICE HELP: YES ______ NO ________ NUMBER: ________

STUDENT HELP: YES ______ NO ________ PURPOSE: ______________________

NUMBER OF CARS EXPECTED: ______________________________________

……

1. APPROVAL OF FACULTY ADVISER: ______________________________________

2. APPROVAL OF PHYSICAL EDUCATION OFFICE: ______________________________

……

STEPS TO BE FOLLOWED IN SCHEDULING USE OF THE GYMNASIUM:

1. Schedule tentative date and time in the Physical Education Office in Chapin Hall.
2. Clear date with Dr. Henry's office. (College Calendar) Date OK'd.: ____________
3. Complete form above and get signature of faculty adviser. (Be sure faculty adviser understands that he or she must be present from the very start of the event, to the end.
4. Return forms (3) to Physical Education Office for final approval of date and event.
5. Original will be filed in Physical Education Office. Second copy will go to Mr. McGinty (Maintenance Office) Third copy will go to ~~Dr. Henry's office for final posting on the college calendar~~. person originating form

Steps 1 through 5 must be completed one week prior to the date the gymnasium is to be used.

9-15-61
RWT:erb

PANZER SCHOOL OF PHYSICAL EDUCATION AND HYGIENE

GYMNASIUM USE POLICIES

May 2, 1960

(1) The key to the gym which is kept in the Boiler Room and available for our use on a sign-out basis, is not to be taken from campus. Whenever the gym is opened by a faculty person to get or return gear or to go to an office, the doors used to enter or exit should be checked to be sure they are locked. If students enter, they should be directed to use only certain specified entrances and exits and be carefully supervised while in the building.

(2) Refreshments are not to be served in any area of the building other than the lobby where the concession booth is located.

(3) Any faculty person who is responsible for a group meeting in the gym after class hours should not leave until all persons have left the building.

(4) If janitors are to stay late for programs they must be notified in advance on the form which is routinely kept by the sponsoring group when there are activities in the gyms. The janitors leave at 10:30 on week nights and 5 o'clock on Saturdays. The building therefore should be cleared of all spectators and participants at least 15 minutes before these times.

(5) It will be permissable to conduct activities with only the regular janitor on duty if this does not interfere with his duties and if there are no outside participants or spectators.

(6) Extra janitorial help is required by the administration for all activities which include outside participants or spectators. Exceptions to be cleared with the director of Physical Education.

(7) When outside groups use the facilities, we must have assurance that such things as smoking and refreshments are adequately controlled and that the size of the crowd does not present a problem of managing the facilities.

(8) When police officers and students are engaged for directing traffic, they should be briefed in advance by a representative of the Physical Education department as to their responsibilities. Assistance in parking must be provided when the anticipated number of cars cannot conveniently be parked in nearby parking areas.

(9) All groups using the gym will be responsible for enforcing existing parking regulations.

RWT: mam

ADDENDUM TO GYMNASIUM USE POLICIES

PAYMENT OF FEES FOR JANITORIAL SERVICES:

There have been some difficulties in the past in making prompt payment to the janitors who are on duty for special events in the gymnasium. To solve this problem, we are going to ask that all organizations who require janitorial services for such occasions, be prepared to make payment in cash or by check, not later than a week following the event. The forms which the janitor presents will be signed by the student leader, faculty representative, or group leader (for outside groups) at the termination of the event.

Failure to make payment within the prescribed time will eliminate any group from further opportunities to use the gymnasium. Payment should be made directly to the office of the engineer of the college and transmitted to the proper persons.

When a rental fee is involved, the procedure described above concerning the signing of forms will be followed. The janitors then will be paid by check by the Faculty Student Cooperative upon receipt of the rental fees which must be paid within the week following the event. Faculty Student Cooperative will be notified in advance and will prepare a bill which will be presented to the using organization on the day of the event. Please [illegible] as soon as possible after the event

15 61
[illegible]

PANZER SCHOOL OF PHYSICAL EDUCATION AND HYGIENE

MONTCLAIR STATE COLLEGE

FORMAT FOR PHYSICAL EDUCATION LESSON PLAN:

I. ACTIVITY:____________________ No. of Lesson in this unit _______________

II. SITUATION: (In first lesson plan only)

III. EQUIPMENT: (To be completed for each plan)

IV. SPECIFIC OBJECTIVES:

A. First time activity is presented, the learning of the activity itself may be the objective. After that, specific aspects concerning improvement of form, advanced techniques, etc. should be the objective.

B. Some suggested expressions for stating objectives are as follows:

1. To help student grow
2. To guide student
3. To review
4. To motivate to better performance
5. To grow in the ability
6. To discover
7. To develop

V. ACTIVITIES: (What will you teach?)

A. Describe or attach materials such as a card from Richardson Game Folder, mimeographed material, parts of units, etc.

B. This material should be detailed and complete.

VI. PROCEDURE:

A. How will you organize and conduct your class in the teaching of the activities listed under "V" above? This will involve the mechanics of class organization, changing from one formation to another, squad and team formation and selection, etc. Use diagrams to represent positions of students and equipment where appropriate.

B. Explain use of student leaders.

C. Include under "Procedures", anticipated problems in learning and discipline, safety precautions and indication of an alternate plan in the event that the scheduled activity cannot be conducted.

FORMAT FOR PHYSICAL EDUCATION LESSON PLAN: (Page 2)

VII. PUPIL EVALUATION: (Review, Summarize, and Evaluate)

- A. Discuss results- successes and failures.
- B. Help students to identify and enumerate their problems.
- C. Use specific questions regarding techniques, fundamentals, principles, rules, etc.

VIII. TEACHER EVALUATION: To be completed as soon as possible after the lesson is taught. Leave space after the plan to do this.

- A. What did pupils learn?
- B. Were there any learning problems?
- C. How will you solve problems?
- D. What will you teach next lesson?

……

A separate plan should be made for each activity. For example: A plan for graded group games and folk dances when both of these activities are utilized in one period, for the same class. When calisthenics are used as a warm-up activity, no separate plan is required.

Plans are to be done on plain white bond paper and typed. The cooperating teacher or the supervisor from the college will make corrections and, if plans are poorly done, they will have to be re-written.

Plans are to be submitted regularly to the cooperating teacher. Whenever a supervisor from the college visits, your file of plans, including the one for the day of the visit, should be presented immediately. Do not wait for supervisor to ask for your plans.

Plans should be filed by activity or unit.

11/29/60
RWT:erb

RECOMMENDATION:

1. The need for more adequate indoor and outdoor facilities persists. The faculty of the Panzer School hopes very strongly that the administration of the college will continue to communicate to the state the urgent need for additional outdoor play areas, tennis courts, a swimming pool, and additional indoor teaching stations. Conducting a major program with these facilities lacking, means working without some of the important and necessary tools to do the job well.

Class, club, and some varsity team activities must be conducted off campus. Transportation of equipment is always difficult. The faculty members are often caused to put their cars to unduly heavy and rough use, hauling nets for soccer goals, water buckets, first aid equipment, balls, field hockey sticks and other similar items. On occasions they have had to haul lime which is easily spilled and can cause considerable damage. The time and energy consumed and the inconvenience are factors not conducive to good faculty morale.

Having these necessary facilities would also serve as a worthwhile and effective point to make in recruiting top ranking students for all departments. It would make Montclair State College a more attractive and appealing school in the eyes of prospective students.

2. Further consideration should be given to more adequate budget support to eliminate the need to use for class purposes, those items which are purchased by the Men's Athletic Commission. It is necessary and important to teach these activities and to date, it has been done through use of equipment purchased from student funds and intended for the varsity sports program.

3. As consideration is given to moving toward scheduling more Saturday classes, it is hoped that the possibility of scheduling physical education three times per week will be studied. The extreme importance of improving the level of physical fitness of both the youth and adults of America is recognized on all levels of government and education. Doing this job in two periods a week borders on impossibility, especially since the scheduling permits only thirty to thirty-five minutes of actual activity.

Three of our objectives would be satisfied more completely by such a plan. Those objectives are as follows:

(1) To aid the student in being fit physically, as well as other ways, while in the required gymnasium classes.

(2) To help develop an understanding of what physical fitness is and how it can be maintained. This would be important for wise selection of activity during the two remaining years of college and for all time following. It will make possible, too, a better, more wholesome attitude toward the programs in the schools in which they will teach later on.

RECOMMENDATIONS:

(3) To provide students of Montclair State College with a sufficient number of skills so they will have activities (sports, dance and aquatics) to engage in all seasons of the year. The skill level should be sufficient to give them confidence to utilize the activities in their own recreational pursuits.

This additional time would make a contribution not only to physical education objectives but many or all of the objectives of education. Our students would be better able, physically and mentally, to pursue all of the goals of the college.

4. The locker facilities for men have been improved but those for women are still inadequate. Additional lockers have been moved in but they tend to crowd the entire room and still do not provide the kind of space the physical education majors need for their gym attire.

5. The Panzer Alumni have undertaken as a project, the furnishing of a lounge in the gymnasium. They have hoped that such a room might be named the Margaret C. Brown Room. This project is gaining momentum but I am sure will have much more active support as the actuality of such a room is assured. The committee administering the Panzer Demonstration fund has earmarked several hundred dollars for this cause and The Friends of Panzer have funds going to the alumni for this purpose.

The need for a lounge can be seen clearly on any day as students who have a free hour between classes in the gymnasium, stand in the lobby, sit in the phone booths, or congregate in the locker rooms. This does not present a very orderly appearance for those coming in to these areas. A lounge would also provide a place where professional periodicals, books, and other materials would be available. A small professional library of this sort would be most valuable.

Respectfully submitted,

Richard W. Tews, Director
Panzer School of P.E. & H.

RWT:erb

Montclair State College

UPPER MONTCLAIR, N. J.

INTERCOLLEGIATE ATHLETICS

SPORTS SCHEDULE

FALL AND WINTER

1960 - 1961

Dr. E. DeAlton Partridge,
President

Dr. Clyde Huber,
Dean of College

Dr. R. W. Tews,
Director Panzer School of Physical
Education & Hygiene

Henry E. Schmidt,
Athletic Coordinator

JUNIOR VARSITY BASKETBALL SCHEDULE

1960 - 1961

MONTCLAIR STATE COLLEGE

					Score
November					
Sat.	19	Seton Hall, Paterson	Home	6:45 P.M.	
Wed.	23	Newark State College	Away	6:30 P.M.	
Tues.	29	Seton Hall, Paterson	Away	7:00 P.M.	
December					
Thurs.	1	Seton Hall Univ. Frosh	Away	7:00 P.M.	
Fri.	2	Paterson State College	Home	7:00 P.M.	
Tues.	6	East Stroudsberg S. C.	Home	6:30 P.M.	
Fri.	9	Jersey City State College	Home	7:00 P.M.	
Tues.	13	Trenton State College	Away	7:00 P.M.	
Fri.	16	Newark Rutgers	Home	6:30 P.M.	
January					
Fri.	6	Bloomfield College	Home	7:00 P.M.	
Sat.	7	Cheyney S. C.	Away	6:30 P.M.	
Wed.	11	Rider College	Away	6:30 P.M.	
Sat.	14	Newark College of Eng.	Home	7:00 P.M.	
Sat.	21	Fairleigh Dickinson Univ.	Home	6:45 P.M.	
Sat.	28	Monmouth College	Away	7:00 P.M.	
Tues.	31	Newark State College	Home	6:30 P.M.	
February					
Fri.	3	Open	Home	6:30 P.M.	
Sat.	4	Glassboro State College	Away	7:00 P.M.	
Wed.	8	Queens College	Home	6:45 P.M.	
Fri.	10	Jersey City State College	Away	7:00 P.M.	
Tues.	14	Trenton State College	Home	7:00 P.M.	
Fri.	17	Glassboro State College	Home	7:00 P.M.	
Sat.	18	Cheyney State College	Away	6:30 P.M.	
Tues.	21	Paterson State College	Away	7:00 P.M.	
Sat.	25	Queens College	Away	7:00 P.M.	
March					
Wed.	1	Bloomfield College	Away	7:00 P.M.	

Coach, Dr. Gerald Edwards

VARSITY FOOTBALL SCHEDULE, 1960

MONTCLAIR STATE COLLEGE

Date					Score
September					
Sat.	24	National Agricultural College	Away	1:30 P.M.	
Fri.	30	Cheyney State College (Night)	Home	8:00 P.M.	
October					
Sat.	8	Central Conn. State College	Away	2:00 P.M.	
Sat.	15	Trenton State College (Homecoming)	Home	2:00 P.M.	
Sat.	22	Gallaudet College	Home	2:00 P.M.	
Sat.	29	Kutztown State College	Away	2:00 P.M.	
November					
Sat.	5	Millersville S. C.	Home	1:30 P.M.	
Sat.	12	C. W. Post College	Away	1:30 P.M.	

COACHING STAFF

Head Coach, Dr. Gerald Edwards
Backfield Coach, Mr. Howard White
Backfield Coach, Mr. John Richardson
End Coach, Mr. Ken Miscia
Head Line Coach, Mr. Henry Ferris
Line Coach, Mr. Howard De Pass
Line Coach, Mr. Anthony Bottone
Head Mgr., Joe Czarnecki
Publicity, Bill Rawson and Bob Heveri

1960 MONTCLAIR STATE COLLEGE

CROSS COUNTRY SCHEDULE

					Score
September					
Fri.	30	Cheyney State College	Home	4:00 P.M.	
October					
Wed.	5	Open		4:00 P.M.	
Sat.	8	Central Connecticut S. C.	Away	3:00 P.M.	
Wed.	12	Paterson State College	Away	4:00 P.M.	
Sat.	15	City College of N. Y.		11:00 A.M.	
Wed.	19	Seton Hall University	Home	4:00 P.M.	
Sat.	22	Glassboro State College	Home	1:00 P.M.	
Wed.	26	Adelphi & Hunter Colleges		4:00 P.M.	
Sat.	29	Montclair State Invitation	Home	1:00 P.M.	
November					
Wed.	2	New Paltz S. T. C.	Away	4:00 P.M.	
Sat.	5	C. W. Post College	Home	1:00 P.M.	
Sat.	12	C. T. S.		1:00 P.M.	
Sat.	19	N. A. T. A.		1:00 P.M.	
Sun.	27	Jr. A. A. U.		1:00 P.M.	

Coach, Dr. Richard Willing

SUPPORT YOUR TEAMS!

MONTCLAIR STATE COLLEGE

VARSITY SOCCER SCHEDULE, 1960

					Score
September					
Sat.	24	C. W. Post College	Away	11:00 A.M.	
Wed.	28	Paterson State College	Away	3:00 P.M.	
October					
Sat.	1	Newark State College	Away	10:00 A.M.	
Tues.	4	Seton Hall University	Home	3:00 P.M.	
Thurs.	6	Trenton State College	Home	3:00 P.M.	
Sat.	8	Bloomfield College	Home	1:00 P.M.	
Mon.	10	Jersey City State College	Home	3:00 P.M.	
Wed.	12	East Stroudsberg S. C.	Home	3:00 P.M.	
Sat.	22	Glassboro State College	Home	1:00 P.M.	
Mon.	24	Jersey City State College	Away	3:00 P.M.	
Wed.,	26	Westchester S. C.	Away	2:00 P.M.	
Sat.	29	Newark College of Eng.	Home	11:00 A.M.	
Mon.	31	Paterson State College	Away	3:00 P.M.	
November					
Wed.	2	St. Peters College	Away	3:00 P.M.	
Fri.	4	Newark State College	Home	3:00 P.M.	
Sat.	5	Albany State	Home	2:00 P.M.	

Head Coach, Thomas J. Rillo   Asst. Coach, Richard Pekmezian

Head Mgr., Hal Lorme

Asst. Mgrs., Joseph Radner, Peter Markos, Peter Loos

MONTCLAIR STATE COLLEGE

WRESTLING SCHEDULE, 1960-61
VARSITY

Date					Score
December					
Wed.	7	Yeshiva University	Away	7:30 P.M.	
Sat.	10	Albany State College	Home	3:00 P.M.	
Sat.	17	C. W. Post College	Home	2:00 P.M.	
January					
Wed.	4	New York University	Home	7:00 P.M.	
Sat.	7	East Stroudsberg S. C.	Away	2:00 P.M.	
Sat.	14	Fairleigh Dickinson U.	Away	2:00 P.M.	
February					
Sat.	4	Brooklyn Poly.	Home	2:00 P.M.	
Wed.	8	Newark Rutgers	Home	3:30 P.M.	
Sat.	11	City College of New York	Home	1:00 P.M.	
Tues.	28	Westchester State College	Away	3:00 P.M.	
March					
Sat.	4	Metropolitan Intercollegiate Championship	Home	8 A.M. - 11:00 P.M.	

JUNIOR VARSITY

December				
Sat.	10	Albany State College	Home	2:00 P.M.
Sat.	17	C. W. Post College	Home	1:00 P.M.
January				
Wed.	4	New York University	Home	6:00 P.M.
Sat.	7	East Stroudsberg C. C.	Away	1:00 P.M.
Sat.	14	Fairleigh Dickinson U.	Away	12:30 P.M.
Fri.	20	Orange Community College	Away	6:30 P.M.
February				
Sat.	11	City College of N. Y.	Home	11:30 A.M.

Head Coach, T. J. Rillo   Head Mgr., Thomas Bayer

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MONTCLAIR STATE COLLEGE

PANZER SCHOOL OF PHYSICAL EDUCATION AND HYGIENE

Annual

"Spring Demonstration"

* * *

MARCH 24 and 25, 1961

8:00 P.M.

HISTORY OF PANZER SCHOOL OF PHYSICAL EDUCATION AND HYGIENE

Panzer College of Physical Education and Hygiene was founded in 1917 as the Newark Normal School of Physical Education and Hygiene. It was founded to help New Jersey meet the need for trained teachers of physical education which followed the passing of the Pierson Act making physical education compulsory in the public schools of New Jersey.

The school was located in Newark and was under the direction of Mr. Matthias Macherey and Mr. Randell D. Warden. In 1919 Mr. Henry Panzer became president and in 1926 the school moved to East Orange when the school's name was changed to Panzer College of Physical Education and Hygiene in honor of its president. Following the death of Mr. Panzer in 1933, Dr. Margaret C. Brown, who had been Mr. Panzer's associate for twelve years, was appointed president. She served as president for twenty-five years.

The institution was a non-profit making teachers college supported by tuition and endowment. It offered the degree of Bachelor of Science in Education and for forty-one years supplied well trained teachers of physical education for the public schools and agencies of New Jersey. After careful consideration, the board of trustees of Panzer College decided that the future of the school should be placed in the hands of a larger institution and on August 1, 1958, the merger with Montclair State College took place. As the Panzer School of Physical Education and Hygiene, the work and traditions of the parent institution are being continued at Montclair State College.

PANZER SCHOOL FACULTY

Dr. Richard W. Tews, *Director*

Mrs. Barbara Brown
Dr. Alden C. Coder
Mr. Jerome G. DeRosa
Mr. William P. Dioguardi
Mrs. Jane Drake
Dr. Gerald Edwards
Mr. Henry Ferris
Miss Pauline Foster
Mr. Geza Gazdag
Mr. Bruce King
Mrs. Rosabel S. Koss
Dr. John G. Redd
Mr. Thomas Rillo
Mr. Henry K. Schmidt
Miss Dolores Shiposh
Mrs. Betty K. Sommer
Miss Patricia Sparrow
Dr. Hazel M. Wacker

Proceeds from the program go to the Adelphes Club Scholarship fund.

. . . Program . . .

Greetings DR. RICHARD W. TEWS
Director, Panzer School of Physical Education and Hygiene

1. *Men's Gymnastics* FRESHMEN MEN

2. *Pyramids* FRESHMEN CLASS GYM TEAM

3. *Tumbling* GYM TEAM

4. *Individual Floor Exercises* TONY NAPIER '61

5. *Group Floor Exercises* WOMEN GYMNASTS

6. *Modern Dance* SOPHOMORE WOMEN
   Nursery Rhyme Suite
   Dark Forest

7. *Dances of Mexico* FOLK DANCE CLUB
   Jarabe Tapatio
   La Zandunga
   Danza de la Bandeja

8. *Gay Dances of the 20th Century* SOPHOMORE STUDENTS
   Castle Walk
   Charleston
   Big Apple
   Jitterbug
   Conga
   Lambeth Walk
   Bunny Hop
   The Continental
   Cha Cha

9. *Recreational Activities* JUNIOR STUDENTS

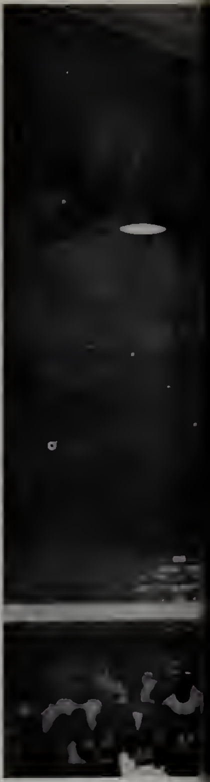
10. *Rhythmical Movement with Wands* SELECTED STUDENTS

11. *Experimental Movements with Objects* SELECTED STUDENTS

12. *Gymnastics on Heavy Apparatus* GYM TEAM

13. *Vaulting* GYM TEAM

Announcer—John Reeves '61



Adelphies Club

OFFICERS

President	PATRICIA HARRINGTON
Program Chairman	DORIS HUDAK
Secretary	MARIE SPECIALE
Treasurer	EILEEN LADE
Advisor	DR. HAZEL M. WACKER

. . . *Boosters* . . .

Ethel R. Bakker
Maryann Banasiak
Barb & Cliff
Tommie Barker
Beaver
Mr. & Mrs. Arthur Bell
Billie & Ronnie
Mr. & Mrs. B. Biunno
Mr. & Mrs. George Blair
Angela P. Blasse
Mr. & Mrs. A. Bopp
Sue Bridenburg
Mr. & Mrs. Briner
Roxie Busch
Millie Cardiello
Jean Cella
Mr. & Mrs. A. Cieklinski
Dr. & Mrs. A. C. Coder
Joe Conti
Carleen Coomer
Mr. & Mrs. W. C. Cooper
Mrs. Bernard Drake
Mr. & Mrs. Jerry DeRosa
Loretta DeVido
Dr. Gerald Edwards & Family
Mr. & Mrs. M. Ehrenkranz
Enlightened Eleven
Barbara Feidelseit
Mr. & Mrs. H. Ferris
Pat Fortis
Miss Pauline Foster
"Gay Bells"
Mr. & Mrs. G. Geller
Barbara Gibbons
Teddi Goldberg
Mr. & Mrs. A. Hakim
Mr. & Mrs. J. Harrington
Pat Harrington
Mrs. Henry Holloway, Jr.
Doris Hudak
Mr. & Mrs. Wm. Hudak
Daniel Jacobson
Janet & Al
Jo Ann
Doris Jochman
John & Janice
Jim, George, Mike, Paul
Judi & Joni
J.V. & N.K.
Mr. & Mrs. George Kogan
Joyce Kogan
John Konefal

. . . *Boosters* . . .

Mr. & Mrs. Franklyn Koss
Kimeldorf Family
Lorraine Kurzinski '62
Eileen Lade
Mr. & Mrs. Frank Lade
Mr. & Mrs. F. Lawson
Mr. & Mrs. E. Les Chaloupe
Pat Litterio
Dick Livellara
Joe "Umbi" Locascio
Robert H. Mack
Mr. & Mrs. Joseph McDermott
Judy McDermott
Moe McGee
James McLaughlin
Mary McLaughlin
Maureen McLaughlin
Melinda
Mr. & Mrs. W. A. Metzger
Molly, Joida & "Sev"
Joan Mury
Nick & Arlene
Peg Overath
Pat & Esther
Peg & Joan
Peggy & Tony
Cookie Pilchman
P.K. & Georgie
Mr. Gary Podems
"Pras"
Dr. & Mrs. John Redd
Mr. & Mrs. Thomas Rillo
Mr. & Mrs. C. D. Robb
Mr. & Mrs. F. W. Sachs
Gail Sachs
Cathy Sauer
Mr. & Mrs. H. Schmidt
Janet & Julie Schneider
Mr. & Mrs. C. Schoonmaker
Liz Schoonmaker '62
Al Senegeto
Mr. & Mrs. John Severn
Barbara Shinn
Miss Dolores Shiposh
Mr. & Mrs. C. Slafer
Jean Slafer
"Spesh" '62
Bev Stapay
Mr. & Mrs. F. C. Stein
Mr. & Mrs. A. Stemmle
Claire D. Stephan
Sharon Steward
Dr. & Mrs. Richard Tews
Terry & Norma
Thomas Tieffenbacker
Cathy Vayianos
Hazel M. Wacker
Mr. & Mrs. I. Wasserman
Mr. & Mrs. G. Whitehead
Joan B. Whitehead
Dr. & Mrs. Willing
Toby Wilson
Women of Dalphac
Women's Recreation Assn.
Women's Track Team
Jane Ziemba

MONTCLAIR STATE COLLEGE

DEPARTMENT OF SOCIAL STUDIES

Report to the President
Academic Year
1960 - 1961

The enrollment in the Social Studies Department for the year closing in 1961 was as follows:

Table No. 1 - Majors

Freshmen	68
Sophomores	82
Juniors	88
Seniors	82
Total	320

Minors

With the curriculum revision the situation regarding minors in the Social Studies Department has undergone revision. Students no longer indicate definitely their intention to complete full minors in either History or Political Science and Economics. Groups of students at the sophomore, junior and senior levels are either minoring or completing a nine point concentration in these areas. It is estimated that at each class level there are 35 students working in history and 15 students working in political science and economics from outside the Social Studies Department.

Table No. 2 - Graduate Program

Number of Students Matriculated	108
Number enrolled, Fall - 1960	156
Number enrolled, Spring - 1961	210

This report covers the year's activities and the needs of the Social Studies Department.

Mr. Paul Landers served on our staff as a replacement for Dr. Fincher who was on a leave of absence. Miss Alice Stewart, after fifteen years on our faculty, retired in June 1961.

A department meeting was held each month. Additional meetings were called to discuss current needs relative to specific courses and matters pertaining to the department. Small group meetings were called to evaluate our general education courses and to select textbooks. Those instructors teaching in the Laboratory High School attended the meetings of that staff and participated in the "back to school night" program as well as other activities. The Chairman also spoke to the parents of the incoming Freshman Class as well as to candidates for admission to the College.

Meetings were held to draft a program for the Sophomore Outdoor Education experience at the New Jersey State School of Conservation. Dr. Moffatt, Mr. Beckwith, and Mr. Johnson served as supervisors for this worthwhile project. Considerable time was devoted to framing plans for the new Social Studies offices and classrooms for the remodeled College Hall building. A committee under the leadership of Mr. Alloway planned and offered a freshman course in the Honors Program. Thought was given to library source materials to supplement the social studies volumes in the main college library.

The department sponsored the Third Annual Social Studies Conference - "A Challenge For The Social Studies" - held on March 24, 1961. It proved to be an enriching experience for alumni, faculty, administrators, teachers and interested citizens in the state. A New Jersey Center well stocked with resource materials was established in the department.

Efforts were made to carry through the goals of the department in providing the best possible instruction for New Jersey's future secondary school teachers.

Some of the major needs of the department have been expressed in the previous reports. These needs are the result of our continued growth in staff and student body both undergraduate and graduate. It is hoped with the projected building program and further appropriations that some of our more urgent needs may be met.

Respectfully,

MM:MM
9/18/61

HECKMAN
BINDERY INC.
JUN 85
N. MANCHESTER,
INDIANA 46962